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ABSTRACT

Global competition, coupled with the United States' loss of its competitive economic edge and its failure to sustain and develop a highly skilled work force, has created a new and serious challenge. To meet this challenge, the State Employment and Training Commission has developed a series of recommendations, called the Unified State Plan for New Jersey's Workforce Readiness System, to improve the way New Jersey educates and trains its work force. The work force readiness system encompasses all institutions, agencies, and programs that educate and train people for work, provide job-seeking skills, match people with jobs, or furnish labor market information. The plan is based on four policy guidelines: (1) it must be consumer based and market driven; (2) there must be accountability and evaluation; (3) the core of the system is the attainment of fundamental literacy and basic skills; and (4) there must be full use of all potential workers. The plan's recommendations address three key needs of New Jersey's citizens and employers: lifelong learning needs of individuals, employers' human resource needs, and work force readiness system efficiency. To carry out the policies contained in the plan, an action agenda will be developed encompassing 11 priorities, including publication of guides to the programs, development of resource networks, assurance that graduation requirements will include work-related competencies, and expansion of two + two tech-prep associate degree programs. (Appendixes to the plan include the legislation authorization and intent, a labor market assessment, and the action agenda.) (KC)

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A UNIFIED STATE PLAN FOR NEW JERSEY'S WORKFORCE READINESS SYSTEM

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NEW JERSEY
EMPLOYMENT & TRAINING COMMISSION

A UNIFIED STATE PLAN FOR
NEW JERSEY'S WORKFORCE READINESS SYSTEM

POLICY RECOMMENDATIONS & IMPLEMENTATION STRATEGIES

MARCH 1992

The New Jersey State Employment and Training Commission
CN 940, Trenton, New Jersey 08625

WORKFORCE READINESS CREDO

We believe that New Jersey's future economic competitiveness and the quality of life requires increased investment in the training and development of people and quality support for employers.

We support a strategic alliance among all sectors to create a state in which business can prosper, where citizens have the opportunity to earn high wages and where the quality of life is enhanced.

Our service is noble. We accept our responsibility to respect the dignity and address the needs of those we serve and those with whom we work. Everything we do must be of high quality.

We encourage a system which values collaboration and mutual support.

We will respect and protect the privileged information to which we have access in the course of our official duties.

We must increase access to the workforce readiness system for all people in need. We should expand opportunities to prepare disabled, older and disadvantaged persons to be able to meet employer needs and to realize their potential.

We are committed to support systems for chronically unemployed and underemployed people.

We must make effective, efficient and creative use of our employment, training and education systems. We support the dedication of resources to meet the special needs and improve the quality of education in urban areas.

We pledge ourselves to keep up to date on emerging issues, to develop our professional skills and to foster the development of those with whom we work.

There must be equal opportunity for employment, development and advancement for those qualified.

ACKNOWLEDGEMENTS

The New Jersey State Employment and Training Commission gratefully acknowledges the assistance of all of the individuals and organizations who contributed to the development of the policy recommendations found in this document. Special thanks are due to the employers, educators, employment and training practitioners, organized labor representatives, and clients of the system who provided testimony at our public forums; administrative staff from the Department of Labor; and the members of the Interdepartmental Work Group. Shirley Goetz and Connie Hughes of the New Jersey Department of Labor, Office of Labor Market & Demographic Research provided invaluable assistance in the development of the labor market profile.

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EXECUTIVE SUMMARY

The American economy, once the wonder of the world, now faces the threat of becoming second rate. Global competition in the "new world order" has made America's loss of its competitive economic edge critical. The most serious failure is the inability of the United States to sustain and nurture a highly skilled workforce. To meet this challenge, the State Employment and Training Commission, at the request of Governor Florio, has developed a series of recommendations to improve the way New Jersey educates and trains its workforce.

The workforce readiness system encompasses all institutions, agencies and programs that educate and train people for work, provide job-seeking skills, match people with jobs or furnish labor market information. This system of employment, training, and education enhances the job-related skills of students, workers, and those seeking employment. This system includes work-based learning activities performed in the workplace sponsored by New Jersey's employers.

The Unified State Plan for New Jersey's Workforce Readiness System is a design for the 1990s and beyond. Its aim is to increase the skill level and the competitiveness of the State's workers and employers. The Plan is based on four policy guidelines:

- *It must be consumer-based and market-driven;*
- *There must be accountability and evaluation;*
- *The core of the system is attainment of fundamental literacy and basic skills; and*
- *There must be full utilization of all potential workers.*

The objective is to allow informed choice and provide ease of access for the customers of the system. The Plan's recommendations address three key needs of New Jersey's citizens and employers:

- *Lifelong Learning Needs Of Individuals,*
- *Employers' Human Resource Needs,*
- *Workforce Readiness System Efficiency.*

This Plan is holistic and seeks to connect disparate elements of the workforce readiness system into a knowable and articulated continuum of services. It bridges gaps that have traditionally separated institutions and programs, people and jobs.

The Plan's call for authentic and effective collaboration among all components of the workforce readiness system is unparalleled in the history of New Jersey. Primary and secondary schools, colleges and universities, proprietary and public vocational schools, state agencies and community-based organizations, business and government are asked to function as a single system designed to meet the needs of both workers and employers.

Historically, a great strength of New Jersey has been a highly trained workforce. Profound changes in the competitive "rules of the game" wrought by the global economy demand fundamental changes in the way we prepare citizens for work. Strategies for effecting these changes are outlined below. These strategies are presented in a market-based framework. Recommendations that are meant to enhance the skill quality of the workforce are focused on individual skill development. These recommendations are concentrated in the lifelong learning section. Recommendations presented in the section that addresses employers' human resource needs are intended to affect the demand for workers by encouraging a high skill organization of work throughout New Jersey. They also complement lifelong learning through work-based training and education. System efficiency recommendations are meant to improve the interaction between labor supply and demand by increasing the quality of labor market information and the access to it.

Lifelong Learning Needs Of All Individuals

An idea New Jersey and the nation must embrace is that education for the world of work must be an on-going process. A modern, globally competitive economy demands a workforce that can learn new technologies, function effectively in new organizational structures and work cooperatively in a culturally diverse workplace. The rapid pace of change in these areas means that education cannot end with a certificate of proficiency or even a college degree. It must be integrated into the work-life of individuals. The recommendations contained throughout this Plan create the opportunity for students, workers and job-seekers to enhance their skills.

The Unified State Plan calls for a comprehensive career education program for all students that is taught from the elementary level through high school. Teachers and counselors must be trained to focus on student career needs. The New Jersey Department of Labor employment counselors should collaborate with educators in this effort.

This new curriculum must provide work experience opportunities for secondary school students. Whether through cooperative education, community service or job shadowing, all students should be given the opportunity to participate in a supervised work experience program. This will broaden the experience of students and allow them to see the relevance of education, learning and thinking to the world of work. This curriculum also should link all jobs which students obtain on their own to their school work. The business community must be a partner in developing this curriculum.

A connection must be made between performance in school, as reflected in the student's transcript, and obtaining employment. The correlation between good grades and the promise of a good job will provide incentives for students who do not see the value or relevance of school to their ultimate job success. The Plan calls for the design of a revised high school credential that will do this.

Schools must certify and document for employers that students achieve initial mastery in required skills and competencies.

New Jersey must reduce the number of students who drop out of school. An important approach to solving the dropout problem is to consistently show the relevance of academic pursuits to future employment. Expanding educational options, such as 2 + 2 tech-prep associate degree programs linking secondary and post-secondary schools, is a key policy recommendation of the Plan.

Enriched learning opportunities in the public school system and school-college partnership programs should be expanded through in-school, after school and summer programs for students to master workplace skills.

The Plan challenges the citizens of New Jersey to be creative and move beyond tradition by expanding services to students through partnerships with other agencies in a manner similar to the School-Based Youth Service Program.

The labor market of the 1990s demands that workers have a solid foundation in basic skills. The United States Department of Labor has issued its Secretary's Commission on Achieving Necessary Skills (SCANS) report. SCANS maps out five workplace competencies and three basic skills foundations required in today's labor market. The concepts contained in SCANS should be presented to the State Boards of Education and Higher Education for their endorsement. The curricula of primary, secondary and post-secondary schools should then be revised to meet the demands of the workplace.

Employers' Human Resource Needs

Over seventy-five percent of Americans who will be working in the year 2000 are in the workforce today. Neither the public nor the private sector has devoted sufficient attention or resources to the upgrading of the skills of those already in the workplace. From teaching basic literacy to specialized knowledge of new technologies, the expansion of work-based learning must become a high priority for New Jersey. In this context, the business community must view the workforce readiness system as a resource that is accessible and adaptive to their needs.

To assure the availability of qualified workers, New Jersey needs to create and maintain a statewide system of measures and standards ensuring that completers of occupational education programs possess the skills and attitudes required by employers. Structured workplace training such as apprenticeships, classroom and on-the-job training must be expanded to assure the upgrading of workforce skills. Further, all those who seek to upgrade their skills, including experienced workers, the unemployed, those just entering or reentering the labor market, must be able to access these work-based education programs. Work-based training, whether held at the worksite or in the classroom, must become the hub for ongoing lifelong learning programs.

Additionally, the ideas presented in ***America's Choice: High Skills or Low Wages!*** concerning initial mastery and the ability to apply these skills through lifelong learning should be presented to the employer community. This should be seen as part of a strategy to transform their businesses into "high performance workplace organizations", that can compete effectively in the global economy. This will be done through greater use of work-based learning, decentralized authority and improved communication.

The transition of workers to jobs can be and should be improved. The workforce readiness system must be viewed by employers as a resource that is responsive to their human capital investment demands. An alliance between business and the employment, training and education system has never been fully forged in America. The Plan strongly recommends the creation of a new alliance between these two sectors to upgrade the skills and productivity of the New Jersey worker.

The Statewide Automated Job Bank System should be extended to include a larger pool of trained and skilled applicants. It should also be made available to secondary schools, institutions of higher education and non-profit community-based organizations. Concurrently, the Automated Labor EXchange (ALEX) system must be enlarged to include the New Jersey Department of Personnel job listings, as well as the Job Training Partnership Act (JTPA) and apprenticeship training opportunities. Businesses must be

encouraged to list job and training opportunities in ALEX to ensure access to the greatest number of qualified persons. Easy access to all job seekers registered in the system must be provided to all employers.

The availability of employer-provided training must be increased. New Jersey must provide employers with a simpler system to assist them in obtaining relevant information on employment, training and educational services. Inducements for offering work-based instruction, including financial incentives and awarding college credit to participants, should be offered to employers. Public/Private collaboration to develop programs to educate workers and management will make New Jersey more attractive to business. In summary, the activities of the workforce readiness system should be relevant to employers' human resources strategies.

Workforce Readiness System Efficiency

Information lies at the heart of an efficient workforce readiness system. Improving the quality, usefulness and accessibility of this information is necessary so that those who seek employment or seek to hire, those who need training or offer it can quickly communicate with each other. Unfortunately, the current workforce readiness system is complex and difficult to use. The Plan requires a shared intake system in which common information would be available to all customers. A data system shared by the Departments of Labor, Education, Community Affairs, Higher Education, Human Services and Commerce and Economic Development must be created. Such a system would simplify communication among workers, employers and employment professionals. Simultaneously, those who need career guidance will receive the latest information available.

Developing common intake, testing and assessment methods must be a high priority. Agreement must be reached on the standards for testing basic skills, occupational competencies and interests. These are important for assisting the public in making informed choices on appropriate workforce readiness and support services.

The quality and accessibility of information, from social support services to occupational labor market information, must be improved using currently available systems. At the same time, the feasibility of creating an inclusive computerized system using advanced technologies like fiber optics will be determined.

Accountability

The Plan strongly advocates the establishment of quantifiable performance standards for evaluating employment, training, and education programs. An accountability system will provide a means for State Government to measure the effectiveness of workforce readiness programs. It will also identify the need for new programs, program improvement, restructuring, or termination. Ultimately, the State Employment and Training Commission will compare the performance of different employment, training, and education program outcomes, both internally in New Jersey and within a national context.

The accountability system should be a resource helping decision-makers at the customer level (clients, their counselors, program administrators, employers) choose the best training programs from among the many offerings in each occupational area.

The accountability system will be developed incrementally. In Fiscal Year 1992, the programs that will be the focus of the system will be identified, with measures to judge the performance of each. Eventually, the SETC will develop statistical models permitting comparisons between programs serving very different populations.

Action Agenda

To carry out the policies contained in this document, a comprehensive Implementation Strategy will be developed by the Executive Branch of government within 60 days of the Governor's acceptance of the recommendations. This Action Agenda will highlight the following policy priorities (Details of the Action Steps can be found in Appendix C):

- Publication of a Guide to Occupational Education Programs;
- Expansion of "Two + Two Tech-Prep Associate Degree" programs;
- Expansion of work-based learning activities including apprenticeships and the Allied Health Professions;
- Development of a comprehensive career development curriculum;
- Insure graduation requirements will include work-related competencies and foundations and that credentials will reflect these achievements;

- Development of a comprehensive teacher and counselor in-service training program; expansion of teacher education programs to include a curriculum on career development;
- Development of a coordinated, interdepartmental business resource network;
- Expansion of the State's automated job bank system and Career Information Delivery System;
- Development of shared client assessment and intake techniques;
- Publication of a directory of social support services;
- Improvement of the occupational labor market information system including publication of a glossary of employment, training, and education programs.

OVERVIEW

The American economy, once the wonder of the world, now faces the threat of becoming second rate. Global competition in the "new world order" has made America's loss of its competitive economic edge critical. The most serious failure is the inability of the United States to sustain and nurture a highly skilled workforce.

The truth is that America is not mobilizing its educational institutions, financial resources and intellectual capital to ensure a high skill organization of work as the dominant model for our economy. Business leaders complain that there are neither sufficient entry level nor skilled workers to meet their needs. Academic and government studies conclude that there is a mismatch between the skills of those who need jobs and the requirements of the private sector. The level of literacy of the workers is clearly inadequate.

The American worker is a great natural resource whose ethic of hard work and dedication is a national asset. Both workers and employers have been victimized by the rapidity of change in the global economy. Manufacturing jobs are being replaced by lower paying service jobs; workers have experienced a stagnation of their incomes over the past decade. For the majority of Americans, including many in the business community, the economy of the seventies and eighties has not enhanced the quality of life. The impact of the current recession has only worsened things by adding the fear of job loss or the concerns for the survival of a business to the equation.

Too many workers do not have the educational tools they need to remain productive in the world economy. Too many employers have not adapted their organizations to meet the demands of global competition. For workers to attain the quality of life they expect and employers to succeed in a brutally competitive economy, a new agreement between labor and management is required. This compact entails empowering a skilled workforce to achieve maximum productivity in a workplace designed to take full advantage of those skills. The reskilling of the American worker and the creation of modern organizations of work are the two factors necessary to sustain the nation's future economic prosperity.

Investing in the education of the workforce is the wisest choice New Jersey can make. Crucial to this notion is changing the pattern of labor/ management relations. Adversarial relationships of the past must give way to new partnerships between labor and management. The attitudes and skills of business and workers must be enhanced to allow them to create such partnerships.

The State's demographics are also changing. Individuals making up the workforce will be older and include more females and minorities and fewer young people. The workforce will grow at a slower pace than the economy. To ensure the health of the economy, as well as the economic self-sufficiency of its citizens, the State must take a lead role in ensuring that the workforce has the skills needed by the labor market.

These demographic changes require special attention to the way employment, training and education programs are conceived and delivered. A more diverse population means that a culture of cooperation, and an appreciation of diversity will need to be emphasized in the classroom and at the worksite. New Jersey faces a genuine challenge in this area as its immigrant and migrant populations continue to increase. English as a Second Language programs will need to be dramatically increased, made more accessible and tied to improving job related skills. This will require closer coordination of programs offered by adult learning centers, community colleges and employers.

New Jersey's future economic success will depend upon the development of a high quality labor force able to produce the goods and services in demand by the marketplace. To achieve this goal, several things must happen. The skills of workers will need to be enhanced. The disadvantaged and disabled will need to be brought more fully into the economic mainstream. The coordination and the productivity of human resource systems must be increased through greater collaboration by government, business, labor and education. Job discrimination and stereotyping must be eliminated.

The Plan is predicated on the following four policy guidelines: 1) it must be consumer-based and market-driven; 2) there must be accountability and evaluation; 3) the core of the system is attainment of fundamental literacy and basic skills; and 4) there must be full utilization of all potential workers.

Informed choice and ease of access by all customers of the system are the fundamental principles upon which the Plan is developed and executed.

A successful workforce readiness system must be consumer-based and market-driven. Institutions, agencies and programs that impact employment, training and education, should be designed to meet the needs of the individuals participating in the training, while reflecting the demands of the labor market. Too often, occupational education programs consider neither the long term interests of their "clients" nor the demands of the labor market. Instead, they are driven exclusively by performance requirements mandated by federal or state regulations or reflect the institutional preference of service deliverers. In any case, the system fails to provide the services needed by the individual or demanded by the labor market.

The implications of constructing a system that is both attuned to the needs of the consumer and the labor market are significant. Such a system requires both timely labor market information and a service delivery system capable of delivering programs to the consumer.

The new system must be accountable and able to be evaluated by the State. The success of the system will not be how well it fulfills abstract regulations, but how well it satisfies the demands of the labor market and the needs of the consumer. The ultimate purpose of the workforce readiness system is the enhancement of the standard of living of its customers. There has been far too much confusion about the goals of the employment and training system in the United States. While certain other outcomes may well result from the system, for example increased self-esteem for the client, the true success of any workforce readiness or occupational education system is the duration of employment and the wages paid to its graduates.

The Plan's third guideline is that the attainment of fundamental literacy and basic skills lies at the heart of any workforce readiness system. Today's labor market demands that workers be literate and intellectually adaptable to meet the challenges of high-skilled jobs.

Finally, demographic projections for New Jersey, and for the nation, show a slowdown of growth in the workforce. To meet the needs of the State's employers for trained individuals, all people must be given an opportunity to fully participate.

Groups of citizens who have not traditionally participated in the workforce must be identified and trained for skilled jobs to provide them with the wages necessary to enter the economic mainstream. Persons with disabilities, minorities, at-risk youth, displaced homemakers and non-English speaking people are among those who must be provided with special help.

New Demands Require New Policies

Governor Jim Florio has charged the New Jersey State Employment and Training Commission with the task of developing policies to simplify and integrate the State's workforce readiness system. This action was prompted by a growing concern about a shortage of skilled workers both in New Jersey and across the nation. The Governor's charge and the Unified State Plan echo a common theme: New Jersey's long-term economic prosperity depends on the quality of its workforce.

Although New Jersey State Government offers many occupational education programs that provide a rich variety of opportunities, these programs are not sufficiently coordinated to meet anticipated labor needs and labor shortages. The system lacks a common purpose or interconnection to bring these separate programs and services together to function as a whole. Current state department planning consists of developing applications for funding from two singular approaches: planning by department for state funding and planning by program for federal funding. In the past, there has been no unified plan to guide state, local, community and private groups in working together toward an integrated employment, training, and education system.

The Unified State Plan for Workforce Readiness requires a significant and authentic collaboration among the six state agencies most deeply involved in the education and training of the workforce and meeting the human resource needs of employers. The Plan calls for a "culture of cooperation" within state government that must be replicated at the regional level to assure that quality programs are available to the customer and to the employer alike.

A key agenda item for the State Employment and Training Commission is the establishment of regional mirrors of itself to stimulate cooperative practices locally. The separate planning processes of local employment, training and education agencies must work together to create a common vision of the evolving workforce readiness system. The regional analogue must develop collaborative programming to respond to the demands of the labor market.

Regional analogues to the SETC will play a decisive role in carrying out the Unified State Plan and in determining whether the distribution of resources and responsibilities among local institutions meets the needs of the labor market. The Plan establishes a workforce readiness system that is state-based with services delivered locally. Authentic and empowering collaboration is as essential at the regional level as it is at the State level. Incentives must be established to encourage workforce readiness structures to collaborate as if they were a single system designed for the good of the customer.

American public education was created to meet an array of historical challenges: educating a new nation to the ways of democracy, providing technical knowledge to the farmer, teaching millions of immigrants the English language and offering collegiate programs to advance the arts and sciences. At each stage of our history, we adapted our educational system to new demands. Oftentimes, we crafted new institutions to meet specialized needs. We have now entered an era where the mismatch between the skill demands of the workplace and the skills of workers demand another change.

Of no greater importance is the need to improve the level of mathematical proficiency of the workforce. The nature of technological change with its reliance on computers and the integration of sophisticated quality control procedures demands a workforce able to apply mathematical concepts to workplace assignments. America's foreign competitors, particularly the Japanese and the Germans, have educated their workers to manage these new technologies and processes far better than America has.

The attainment of full mathematical literacy is also crucial for citizens to understand the complexity of the world they inhabit. Besides learning basic computational skills, citizens living in this technological age must also understand qualitative and quantitative relationships and statistical reasoning. The reading of charts in the daily newspaper, making decisions about personal finance or comprehending data about developments in the national economy all require a level of mathematical ability greater than previous generations. The highly technical nature of the industry base in New Jersey requires that workers possess these skills.

An essential ingredient for the creation of successful workforce readiness programs is the recognition that the workplace of the future will be transformed by the introduction of new technologies. Workforce readiness programs must be understood as both a response to the demands of the high growth sectors of the economy and as a stimulus for businesses to locate in New Jersey. Consequentially, workforce readiness programs are integral to economic development efforts, i.e., the availability of a highly skilled workforce will help to attract and retain industries that pay well.

POLICY RECOMMENDATIONS

This Plan is the result of a unique partnership between the executive branch of New Jersey State Government and the SETC. Its purpose is to provide Governor Florio with the best thinking of the Commission, influenced by the expertise of high level state government officials, directed by the Cabinet, about the future of New Jersey's employment, training, and education system. In entering into a close working relationship with the Commission, these officials are leading state government in a bold new direction: Where the interests of the "customer" transcend those of any single agency of government. This is an acknowledgement that the daunting challenge of preparing the workforce for the demands of the global economy is beyond the ability of any one department or program. Indeed, as suggested in this Plan, it will require a true partnership of all those who care about New Jersey's economic future.

The implications of this Plan for the way state government acts are profound. Once the Governor accepts the Plan, it becomes the guidepost for all departmental policies and budgets as they pertain to the workforce readiness system. The planning process will become a clearinghouse for the State of New Jersey's workforce preparedness decisions. This represents a substantial departure from the way government traditionally conducts itself. The Plan is a "living document"—dynamic, elastic and adjustable—that will make an indelible mark on the quality of life in New Jersey.

Although the recommendations offered in this Plan are sweeping in their scope, they must be understood as only the first step in the reform of the workforce readiness system. The structural and functional relationship between the major players in that system will need to be assessed as will the quality and labor market relevance of post-graduate education in New Jersey. These issues, along with a host of others such as at-risk youth and older workers, will be on the Commission's agenda in the future.

The Unified State Plan for Workforce Readiness is a design to adapt the employment, training, and education system in New Jersey to meet the skill requirements of the global economy of the 1990s and the next century. The SETC recommendations contain specific policies for improving the workforce readiness system. However, there are a number of basic tenets that must be embraced before formal recommendations offered have meaning.

e Commission recognizes that the training of the workforce is not the only ırpose of the educational system. Elementary, secondary and post-secondary schools have the responsibility of teaching students history, science and culture and, most importantly, to be citizens in a democratic society. No recommendation in this Plan is meant to diminish these laudable goals. What the Plan does seek, however, is that equal weight be given to the work preparedness needs of its students. Implicit in the Plan is the belief that the extent to which education and training programs help students see the relevance of their studies to the world of work, they will be inspired to perform at a higher achievement level in other subject areas.

The Plan understands that profound changes in the demography of the workforce necessitate comparable changes in the way we educate people for the world of work. Single parents, minorities, persons with disabilities, the economically disadvantaged, those for whom English is not the primary language and women, especially those re-entering the workforce, must not only be included in employment, training, and education programs, but those programs must be adapted to meet their needs. Indeed, the Commission is fully aware that issues like cultural diversity and equity must be directly addressed by all partners in the workforce readiness system. Preparing a workforce for the next century demands no less.

To assure that the needs of the "customer" are the first priority of the reformed workforce readiness system, the Commission has built into its recommendations an important role for those departments representing the customers of the system. At all stages in the development and implementation of the workforce readiness system—policy formation through evaluation—state and regional level consumer representatives will be intimately involved.

A corollary to the central role of consumer representation is the insistence that quality be the hallmark of the new system. Customers should be treated with dignity and respect, programs should be professionally and sensitively delivered and governed by clear accountability standards.

The Commission understands that many of our citizens face substantial financial obstacles to improving their skill level. The affordability of employment, training and education programs are necessary to assure their accessibility. Of particular concern is the cost of higher education. The Commission's recommendations call on higher education institutions to play an even more prominent role in a revitalized workforce readiness system.

They are being asked to collaborate more systematically with secondary schools, make a major effort in workplace learning programs, participate in economic development efforts and, especially for the county colleges, make the training of the workforce their highest priority. An under-funded and high tuition driven higher education system will be unable to fulfill its important mission.

Strengthening the relationship between the skills of the workforce and economic development is a major goal of the State Employment and Training Commission. Unless sufficient jobs are created at high performance workplaces employing highly skilled workers, the New Jersey and the American economies are in deep trouble. A highly skilled workforce in a low skilled employer demand economy, a low skilled workforce in a high skilled economy or a low skilled workforce in a low skilled economy are all unacceptable. The Commission will work with the newly created Governor's Council For Job Opportunities and similar groups toward achieving the goal of assuring a high skill/high wage economy for New Jersey.

The need to bring small and medium sized businesses into the employment, training and education system is a high priority for the Commission. These enterprises account for a substantial percentage of the new jobs generated by the New Jersey economy and, therefore, must be able to upgrade the skills of their workers. Moreover, the entrepreneurial spirit that gives rise to innovative risk-taking must be supported by workforce education programs. For those New Jerseyans who take the risk, and particularly those in the minority community, the dream of operating their own businesses should be nurtured.

To achieve these aims, special collaborative arrangements must be forged among small and medium sized enterprises at the regional level in conjunction with vocational high schools, adult learning centers and county colleges. In no area is the need for collaboration more pressing than in assuring that the small business community is well served by the workforce readiness system.

The Commission is concerned that the impact of the quality of the workforce on the economy has not received the attention it merits. For the vast majority of the public, as well as a surprising number of business and labor leaders, the necessity of creating good jobs at good wages in high performance organizations of work is not fully understood. It is a major goal of the Commission to educate all sectors of the economy and the society about

the urgency of this issue. What is at stake is the economic survival of the nation and the quality of life of its citizens. That Americans do not appreciate the crucial linkage between education of the workforce and their own standard of living must be addressed by a massive public information campaign. No objective will be higher on the Commission's agenda than engaging all citizens of New Jersey in a dialogue about how the workforce readiness system affects their economic future.

The specific recommendations of the Plan are divided into three sections: The lifelong learning needs of all individuals, employers' human resource needs and workforce readiness system efficiency. Each section will offer narratives explaining the meaning of individual or groups of inter-connected recommendations. In assigning this arrangement of categories the Commission is not implying that they are separate from each other. Quite the contrary, the recommendations are a continuum of policy reforms designed to improve the workforce readiness system in New Jersey.

I. Provide a Workforce Readiness System that is Responsive to the Lifelong Learning Needs of All Individuals

An idea New Jersey and the nation must embrace is that education for the world of work must be an on-going process. A modern, globally competitive economy demands a workforce capable of learning new technologies, new organizational structures and the necessity of working cooperatively in a culturally diverse workplace. The rapid pace of change in these areas means that education cannot end with a certificate of proficiency or even a college degree, but must be integrated into the work-life of individuals. The recommendations contained in this section are designed to create the opportunity for students, workers and job-seekers to enhance their skills.

The Plan recommends close linkage of school systems to the demands of the evolving labor market offering students and workers a range of occupational education choices that will assure them good jobs at good wages. Specifically, the Plan calls for establishing high quality skills training programs for the non-college bound student, easing school-to-work transitions and dramatically increasing the availability of programs to upgrade the skills of our existing workforce through both classroom and work-based learning.

In the current workforce readiness system, too often school and work have been seen as separate enterprises. The Plan recommends creating realistic links among prospective workers, schools and the workplace involving all levels of the educational process: elementary, secondary, post-secondary, vocational/technical, adult learning centers and two-year and four-year colleges and universities. Employment, training and education programs must occur in the schoolroom and the workplace: the job requirements of a globally competitive economy demand that the training of workers must be a continuous process.

To create a "world-class" worker preparedness system, the mind-set of the business community and the public must change. Learning and work need to be viewed as mutually reinforcing: skills enhancement should be based on the knowledge a person will need "two careers" down the line. Therefore, it is important for job-related proficiencies and competencies to address not only entry level jobs, but higher level ones as well.

Transitions

School-to-School

The ultimate goal of "school-to-school" transitions is to establish collaborative arrangements between secondary and post-secondary institutions across an array of workforce readiness oriented programs. Four-year programs should be developed in occupational preparation which consist of the last two years of high school and the first two years of college ("2 + 2" tech prep associate degree programs).

In a parallel manner, occupational education programs that link two and four-year colleges should also be established. All of these tech-prep programs should be developed in collaboration with employers based on relevant labor market information.

It is essential to expand "articulation" agreements among the various education levels to assure both smooth transitions for students and the cooperative development of a workplace readiness based curriculum. Where possible, college credit should be granted to high school students who achieve at a prescribed level. Ultimately, all secondary schools in New Jersey should have articulation agreements with post-secondary schools across a variety of subject areas. In the end, the current mismatch between the exit requirements for high school graduation and entry requirements for post-secondary education should be eliminated.

Recommendations

- *Expand collaborative arrangements between secondary and post-secondary institutions to ease "school-to-school" transitions, offering in-school, after school and summer programs for all students.*

- *Develop plans to expand and simplify cooperative education learning activities at the high school, two-year and four-year college level.*

- *Expand 2 + 2 tech-prep associate degree programs in cooperation with employers and based on relevant labor market information.*

The following recommendations are designed to assure the workplace relevance of school-to-school transitions:

- *Private sector advisory groups should assist in customizing secondary and post-secondary curricula and programs based upon the needs of business and industry to assure their relevance to the labor market.*

- *A list of all active and current tech-prep programs should be developed and made available both in printed form and from on-line computer terminals from the Network for Occupational Training and Education (NOTE), Career Information Delivery System (CIDS), Automated Labor EXchange (ALEX) systems or other computerized data bases.*

- *A collaborative team from the relevant State agencies, led by the New Jersey Occupational Information Coordinating Committee (NJOICC) should identify high demand occupations. Such information should be the basis for developing new initiatives between secondary and post-secondary institutions.*

Between School and Work

In a modern economy people will switch jobs four to five times, making the ability to constantly upgrade their skills a necessity. Individuals must be able to participate in occupational education programs throughout their working lives. This need is heightened by the rapid pace of technological change which requires ever-changing job skills. In order to assure the acquisition of transferrable and relevant skills, the Plan also calls for specific school-to-work transition programs for those students who do not want further training. In order to assure the acquisition of transferrable and relevant skills, programs must be competency-based. A competency-based assessment system is necessary to enable individuals to enter occupational education programs and attain credit for skills learned in other programs or on the job.

Recommendations

- *Extend the availability of occupational education programs to out-of-school youth, REACH/JOBS clients and others who could benefit. This can best be accomplished by assuring that all occupational and technical training programs are developed in a competency-based open entry/exit format, accessible to all.*

- *In-school employment counseling services must be coordinated with Department of Labor Employment Offices.*

- *Students working, but currently not participating in school-based training programs like cooperative vocational education, should participate in job counseling programs to offer others, and gain for themselves, broader perspectives on the world of work.*

- *Mentoring programs, with the participation of the business community, should be established to ease the transition from school to work for the non-college bound student.*

Comprehensive Career Education

A comprehensive career education program should be fully integrated into the school curriculum beginning at the elementary level. Its purpose is to provide students with the knowledge needed to make informed career choices. This program must be a broad-based course of study designed to overcome the traditional "vocational" and "academic" distinction. Graduates of both the vocational system and the academic path must be competent in such skills as critical thinking, effective communication, and appropriate knowledge applications, as well as experiential and applied learning.

Key to the success of this new curriculum is the integration of a work experience component. All students should have the opportunity to participate in a supervised work experience program. Cooperative education, job shadowing and tryout, summer employment opportunities and community service should be expanded for all students, with a special emphasis on the needs and interests of young women. This latter point is especially important because of the increase in the number of women and the prominence of two-income families in the labor market.

The business and industrial community should be brought into the curriculum planning process to assist in bringing work experience efforts closer to the labor market. This will broaden the perspective of students. In the end, such a curriculum will ease the transition from school to work.

Recommendations

- *Develop a comprehensive career development program to be fully integrated into the school curriculum beginning at the elementary level.*

- *Develop a plan to better prepare all students for the changing workplace by increasing their understanding of the relationship between education and employment and improving their career decision-making skills. This should include a unit of instruction for job readiness with "hands on" experience, expanding school-to-work activities, using Department of Labor employment counselors as resource persons for the schools, and linking job counseling with students who are working.*

- *Encourage Industry participation in developing the content of the curriculum for public school work preparation programs, including any supervised work experience component*

Graduation Standards

The Plan also endorses and calls for state-wide promulgation of the reports of the U. S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (***What Work Requires of Schools***) and the Commission on the Skills of the American Workforce (***America's Choice: High Skills or Low Wages!***). Students graduating from New Jersey's public secondary and post-secondary educational systems will have the option of obtaining proficiency portfolios or credentials based on the five competencies and three foundation skills detailed in the SCANS report.

The SCANS report should serve as a foundation for creating graduation standards that will assure employers of the level of competence of all students. The Commission understands that the inclusion of additional graduation requirements and courses of study will necessitate reviewing the curriculum of the entire school system and may require the expansion of the school day and extension of the school year.

Recommendations

- *High school graduation requirements shall be reviewed and revised, as necessary, to assure the inclusion of competencies and foundations skills. Development of curriculum based on these requirements should assure that students have the foundation skills and employability skills to enter employment or college without a remediation process. Approval of the State Board of Education must be obtained.*

- *Develop a system of learner certification that will serve as a guarantee to an employer of the learner's competence in specific occupational tasks.*

- *Develop a system to provide all students with documentation of skills and competencies achieved in school. The attainment of these skills should be reflected in high school graduation credentials and portfolios and made available to prospective employers at the student's request. There must be a system which aids all students in understanding the relationship between school achievement and success in the workplace.*

Staff Development

As the curriculum for the schools is changed, so too must the training of teachers. Aside from being trained in whatever new curricula are developed, teachers and other school personnel must become more expert on the requirements of the labor market. A key finding of the Commission is that the public school system is too oriented toward those students who are college bound in the traditional manner and pays too little attention to the "forgotten half," those who are not going straight to college. Of particular importance, is the need to guarantee that the educational community helps all students understand the relationship between school achievement and success in the workplace.

The content of the training and of the new curriculum must be broadened to include issues such as developing self-esteem, non-traditional careers for women and life skills. Moreover, those designing curriculum must take account of the unique challenges facing minorities and women in the workplace. There must be consultation with both the business community and experts on gender and racial issues to assure the development of quality training.

Recommendations

- *Develop teacher and counselor in-service training to ensure the knowledge and skills needed to conduct a comprehensive career development program.*

- *Develop revised certification requirements, with appropriate post-secondary courses in teacher education, and obtain approval of appropriate State Boards.*

- *Enhance and expand professional development and in-service training opportunities for teachers, counselors, administrators and other education professionals.*

Support Services

While the Commission's major concern is with upgrading the skills of the workforce, it does recognize the crucial need for social support services to buttress the workforce readiness system. The workforce readiness system must be responsive to those who face multiple barriers and have multiple needs. A central principle of the Commission is that racial or sexual stereotyping in worker preparedness programs and in hiring and promotion must be eliminated. However, the needs of some in our society go beyond the eradication of prejudice: the availability of social support services are a precondition for many to succeed in obtaining the skills necessary to achieve economic self-sufficiency.

Recommendations

- *Provide comprehensive support services to increase open access to, and integration into, the workforce readiness system for all persons in need of such services.*

- *Provide support services for all students attending the public school system and their families. A plan must be developed to expand the highly successful School-Based Youth Services program into all school districts.*

- *Expand FamilyNet (currently being implemented by a coalition of state agencies) to all school districts to assure the on-site availability of needed support services.*

- *Assure high school dropouts, up to the age of 22, access to alternative programs, such as the New Jersey Youth Corps.*

- *Expand educational services to populations with disabilities, centered on specific occupational areas.*

- *Expand educational support services to single parents.*

- *Transform school facilities into genuine community centers.*

II. Make the Workforce Readiness System Relevant and Valuable to Employers' Human Resource Needs

Over seventy-five percent of Americans who will be working in the year 2000 are in the workforce today. Neither the public nor the private sector has devoted sufficient attention or resources to the upgrading of the skills of those already in the workplace. From teaching basic literacy to specialized knowledge of new technologies, the expansion of work-based learning must become a high priority for New Jersey. In this context, the business community must view the workforce readiness system as a resource that is easily accessed and adaptive to their needs.

The continuum of workforce education programs must continue at the workplace and in the classroom. The employer community must come to understand that a globally competitive economy demands ever increasing levels of productivity. Upgrading of the skills of the current workforce is a key to achieving that productivity. The employer community, much like the Europeans and the Japanese, needs to devote the resources and attention necessary to enhance the skills of its workers. The Commission believes the upgrading of the skill level, including the levels of literacy, of those already employed will require a strategic alliance between the private and public sectors.

In pursuit of this objective, an unprecedented collaboration among government, higher education, vocational schools, adult literacy programs, labor and the business community must be forged. Such a collaboration must develop skill training programs to meet the needs of workers and employers, particularly those of the small business community.

A sophisticated information sharing system linking the workforce readiness system to employer hiring needs is essential to helping employers meet their workforce needs.

Structured Training at the Workplace

The successful apprenticeship system must be supported and expanded. This expansion will be undertaken through a close cooperative effort between the federal Bureau of Apprenticeship and Training, the New Jersey Division of Vocational Education, Local Apprenticeship Coordinators and the New Jersey Department of Labor.

Recommendations

- *Expand the registered apprenticeship system into occupational areas that have traditionally not been served in a comprehensive manner by the registered apprenticeship system.*

- *A new training model should be implemented which would contain the following elements:*

    1. *Structured on-the-job training combined with classroom training.*

    2. *Formal recognition of completion through credentials and certificates of completion.*

    3. *Employer sponsorship with limited support from government.*

    4. *Transfer of skills on the job through a skilled supervisor or skilled co-worker.*

    5. *Agreement between the training sponsors and the trainees on the process and objectives of training.*

    6. *Established goals for the recruitment, training and retention of female and minority participants for these new workplace learning models.*

    7. *Special effort to reduce sexual and cultural bias in job placement and retention.*

Program Expansion

Upgrading the skills of the current workforce will require a broad effort on the part of the public and private sectors. Some of the changes required include explicit links between educational institutions and business, particularly small business, as well as the expansion of existing efforts and program funding. Programs that teach specific occupational skills must be connected with those that teach basic literacy skills.

Recommendations

Improving Collaboration

- *Expand and enhance the connection of community colleges, vocational schools, adult learning centers, and proprietary schools with work-based training initiatives. From teaching basic literacy skills to specialized knowledge of new technologies, the expansion of work-based learning must become a high priority.*

- *Expand opportunities for adults in basic literacy particularly for those for whom English is a second language. The availability of adult basic education offerings, linked to specific work skills enhancement efforts in the vocational schools, county colleges, and the workplace must be increased.*

- *Increase the number of all-day comprehensive, centrally located adult learning centers to serve a target population that has low academic skills, lack a high school diploma and are under-employed or unemployed.*

- *Expand work-based learning activities, including apprenticeship, workplace literacy programs, cooperative education, and non-traditional employment for special populations.*

- *Increase the knowledge of employers and local providers of services about resources and opportunities available for customized training.*

- *Increase the training, retraining and customized training opportunities directly related to employer needs.*

- *Expand work-based learning projects sponsored by the New Jersey Department of Labor's Office of Customized Training.*

- *Expand the use of the New Jersey Occupational Information Coordinating Committee's Career Information Delivery System to include data on work-based learning systems.*

- *Make the Career Information Delivery System the State's standard clearinghouse for career information, including data on apprenticeships and all other types of work-based learning.*

Funding

- *Increase the use of union training funds in work-based learning projects.*

- *Explore expanded use of the New Jersey Department of Labor's "On-Site" training program that permits claimants to continue to collect unemployment insurance checks in lieu of a salary while training on the job. Utilize JTPA Title III funds for work-based learning.*

- *Explore methods to fund workforce education and training, such as the establishment of a new skills partnership to support upgrading skill levels.*

High Performance Workplace Development

High performance workplace organizations should be encouraged. These organizations structure their work in accordance with the following principles:

- ✦ *Decentralized authority, with more authority given directly to workers to use judgement and make decisions;*

- ✦ *Integration of work into whole jobs rather than discrete tasks;*

- ✦ *Extensive channels of communication up, down and across the organization and among workers:*

- ✦ *Higher ratios of direct to indirect labor;*

- ✦ *Design of the work environment to facilitate interaction among workers; and*

- ✦ *Integration of work with formal and informal education programs to expand the cognitive capacities and work skills of employees.*

Recommendations

- *Promote the concept of "high performance workplace organizations" within the employer community as a way to maximize the productivity of all workers.*
- *Conduct a statewide conference for employers on high performance work organizations.*
- *Market programs and workers to retain, expand, and attract businesses.*

Match Workforce Skills to Demands of Labor Market

To be competitive in today's workforce a worker must possess more than the basic skills once considered essential. For instance, competencies described in the SCANS report include identifying, organizing, planning and allocating resources, working with others, acquiring and using information, understanding complex inter-relationships and working with a variety of technologies. It becomes crucial to match workforce skill and competency development to the demands of the labor market.

Recommendations

- *Identify and verify entry-level occupational and employability competencies for occupations with high labor market demand and develop a system of evaluation to assess skill level of program completers.*
- *Establish the standards reflected in the SCANS report as the basis for school curriculum, and also for occupational education and work-based learning. A competency guide for specific occupations and generic employability competencies will be developed.*
- *Identify specific local training needs and encourage service providers to offer educational and training programs that are responsive to the identified needs.*
- *Development of a system of learner certification by the Departments of Education and Higher Education that will guarantee to an employer the learner's specific competencies.*
- *Conduct an interdepartmental employer survey to determine if the goals of training programs are being met, if education and training competencies affect the quality of work, and whether the guarantee of competencies is effective.*

Assist Employers to Remain Competitive Through Employee Training and Retraining

With technology changing so rapidly, many companies are forced either to hire a new, more skilled workforce, close or lose much of their market. Training and retraining of the current workforce would save the expense of hiring new people and decrease the human tragedy involved in job loss.

Recommendations

- *Identify through surveys the type and level of training required by employers. Catalog and update such information annually.*
- *Develop new incentives to promote employer-provided training. Publicize current successful work-based training programs for use as "best practices" models.*
- *Create an early warning system to identify employers who have immediate training needs.*

Develop and Market Programs that Sustain Highly Skilled Workers

The business community and workers must come to understand the crucial importance of work-based education. There is substantial evidence that the public has yet to fully understand the need to maintain and create high skill/high wage jobs as opposed to merely creating jobs. The history of the last decade is one where many of the jobs created were at substantially lower wages than the jobs that were lost. Therefore, the Commission strongly believes in developing mechanisms to persuade the public, workers and business, of the necessity of upgrading the skills of the current workforce.

Of equal importance is the need to market New Jersey as a national leader in workforce education at the workplace. Such a strategy will serve as a positive incentive to both retain and expand businesses in New Jersey, as well as attracting new businesses. To accomplish these tasks, a network of state agencies needs to be formed to coordinate and provide information and support to employers.

Recommendations

- *Identify and provide the type and level of training required by employers and raise the awareness of the benefits of employer-provided training.*

- *Encourage employers to use public training providers by insuring occupational proficiency of graduates.*

- *Develop a mechanism for awarding college credit for work-based instruction.*

- *Establish a coordinated cooperative approach to increase the active participation of the business community as users and providers in all levels of the employment, training, and education systems on a sustained basis.*

- *Distribute information concerning business and industry needs and provide technical assistance to workforce readiness system service providers.*

- *Assist in the coordination of statewide efforts to increase business and industry participation in the workforce readiness system by developing interagency presentations to solicit their active commitment.*

Improve the Transition of Workers to Jobs

A coordinated system to help people obtain jobs is necessary in order to improve transition of workers to jobs. This system must use the resources of the New Jersey Departments of Commerce and Economic Development, Education, Higher Education, and Labor, with input from the Departments of Community Affairs and Human Services. Central to this system is the automated job bank network. This network would be supplemented with self-help groups and specialized assistance.

Recommendations

Automated System

- *The Department of Labor should expand its automated job bank system for use in high schools and vocational schools, community colleges, and four-year colleges and human services support offices.*

- *Civil Service job listings should be available through this automated system, with the ability to apply for the jobs on-line or by fax machine.*

- *JTPA and apprenticeship training opportunities should be included in the ALEX system.*

- *Non-profit community based organizations should have the opportunity to participate in the system, offering broad access to both employers and job seekers.*

- *Employer participation in the statewide job bank system is a necessary element in this transition of workers to jobs which can be achieved through increased listing of their job opportunities in the system and direct access to the applicants available.*

- *Companies receiving financial assistance from state agencies will be required to list their job openings in the automated job bank as one primary source of recruitment for new employees.*

- *Economic Development authorities or councils will be encouraged to use this system as a "selling point" to retain or attract businesses.*

Self-Help Systems

- *Expand the Department of Labor's self-help systems such as the Professional Service Groups. Self-help groups of professionals looking for employment should be housed in Employment Service Offices with an Employment Counselor available as a resource person.*

- *ALEX, the Automated Labor EXchange, should be available to individuals in school settings, community-based organizations, and other state agencies. This will allow the individual to look for jobs or training in any area of the State, as well as providing a listing of federal jobs in New Jersey.*

Specialized Assistance

- *Employment counseling is available through several agencies including schools. The Departments of Labor and Higher Education should develop a comprehensive group job readiness curriculum and a career counseling manual should be developed to ensure a comparable level of counseling from each agency.*

- *The Vocational Information Profile should be used extensively in schools to aid students in matching their aptitudes and interests with potential career goals.*

- *The Career Information Delivery System (CIDS) is currently available in many schools, but should be expanded. It offers career information including a listing of vocational and post-secondary schools which offer the necessary courses for a particular career and a listing of companies using individuals with those career skills.*

III. Develop Accessible and Integrated Program Processes that Respond to the Needs of Employers and Clients

Information lies at the heart of an efficient workforce readiness system. Improving the quality, usefulness and accessibility of this information is necessary so that those who seek employment or seek to hire, those who need training or offer it can quickly communicate with each other. Simultaneously, those who need career information will be able to receive the latest information available.

The Commission's major goal in this area is to make the workforce readiness system easy to use and accessible to consumers and producers of services. The current workforce readiness system is a complex collection of essentially stand-alone or independent programs. It is difficult to maneuver through and complicated to use.

To create a simpler and more effective system, the State must create a new common ground on which everyone works together in a collaborative manner.

Key components of enhancing the relevance and value of the workforce readiness system include: improving the availability of common information throughout the system, exploring the possibility of linking service delivery agencies through computer technology, and expanding the knowledge of the users as to the vast array of programs and services available.

Shared Intake System

The State must develop a shared intake system in which common information and data are available to each participating agency. A major thrust in this area is the intelligent use of computer technology to link all relevant systems in a "user friendly" manner. While the Commission understands that information systems were built for use by particular agencies, the time of proprietary ownership must give way to a new ethic; where all partners in the employment, training and education system behave as if they were part of a single system.

Recommendations

- *Develop and implement an intake system for customers (clients) in which common information is obtained once from the customer and shared among service deliverers in the workforce readiness system. Investigate simplifying and combining intake systems among various service deliverers.*

- *Identify comparable, standardized tests which profile basic skills, occupational competencies, aptitudes and interests. Ensure that all tests are appropriate to the needs and abilities of the client.*

- *Identify and train appropriate personnel in common assessment principles and tests. Ensure that all assessment techniques are appropriate to the needs and abilities of the client.*

Accessibility and Quality of Information

Explore the possibility of creating a computerized application to make information on clients and employment opportunities readily available across workforce readiness system service delivery agencies. Use as a base the Department of Labor's Automated Labor EXchange System, the New Jersey Occupational Information Coordinating Committee's Career Information Delivery System, and the Community Colleges' Network for Occupational Training. A plan should be simultaneously developed to improve the quality of such information.

Recommendations

Accessibility

- *Explore the feasibility of creating a computerized information system to be shared by the Departments of Labor, Education, Community Affairs, Higher Education, Human Services and Commerce and Economic Development, through an impact analysis and cost-benefit analyses.*

- *Conduct a systems design study, including all steps required by the Office of Telecommunication and Information Systems policies and procedures.*

Quality

- *Define user planning and counseling needs.*
- *Establish common geographic planning regions and planning cycles for workforce readiness components.*
- *Improve the quality, reliability, completeness, relevance and availability of occupational labor market information. Both program planners and consumer agencies should be able to use the information as an effective tool. Develop a coordinated staff training program in the use of labor market information.*
- *Coordinate the use of information throughout the workforce readiness system.*
- *Disseminate labor market information which meets the needs of the customer in a timely and cost-efficient manner, using a multi-media approach.*

Information Exchange

- *Develop a plan to establish a standardized program of information exchange and inter-program referral to facilitate movement of clients within the workforce readiness system.*
- *Expand client access to the CIDS by placing terminals in public adult vocational schools and public libraries.*
- *Develop multi-media computer applications describing the components of the workforce readiness system and promote the system widely.*
- *Ensure that all workforce readiness system staff have access to comprehensive training and necessary information on all service providers in the system.*
- *Coordinate lease actions among workforce readiness system agencies so services can be brought together to address the "one-stop shopping" concept beyond the Department of Labor's initiatives.*
- *Establish a toll-free Workforce Readiness "800" hotline staffed by employees from all six Departments.*

- *Create a directory of employment, training, and educational programs and services available to employers.*

- *Compile and publish a definitive glossary of employment, training and education programs and terms for dissemination throughout the workforce readiness system.*

Connection to the Social Support Community

The Workforce Readiness System must establish close links with those agencies responsible for providing social support services. The Commission is committed to developing a holistic approach to addressing the demands of all those in need of job training services. This Plan recognizes that social services and workforce readiness programs are simply flip sides of the same coin. Anything that can be done to administratively, electronically and financially link these two systems is in the interest of the customer.

Recommendations

- *Establish an information system of support services and programs available to clients in the workforce readiness system including child and other day care services, housing, community based organizations, health care clinics, transportation services, food kitchens, self-help organizations, among others.*

- *Publish and distribute the information throughout the workforce readiness system and to the general public.*

- *Investigate computerizing the information.*

- *Provide one-stop service with agencies co-located, where possible, with bi-lingual services, where needed.*

- *Develop formal and accessible linkages between the workforce readiness system and the wide array of human service support systems such as REACH and School-Based Youth Services.*

- *Develop a comprehensive directory of community support services in each county, including day care and women's centers.*

ACCOUNTABILITY SYSTEM

P.L. 1989, Chapter 293 requires the SETC to "establish quantifiable performance standards for evaluating each employment and training program." In Fiscal Year 1992, the SETC will begin to build a comprehensive Workforce Readiness Accountability System. An accountability system based on performance standards has two audiences with separate but overlapping needs:

1. **The Governance Perspective**
   The accountability system should provide a means for State Government to measure the effectiveness of workforce readiness programs and to identify the need for new programs or program improvement, restructuring, or termination.

2. **The Consumer Perspective**
   The accountability system should help decision makers at the customer level (individuals, their counselors, program administrators, employers) choose the best training programs from among the numerous offerings in each occupational area.

The workforce readiness system has three major components:

- *Occupational Education, which provides the skills necessary to perform particular jobs;*
- *Basic Skills Education, which provides fundamental literacy and math skills necessary to perform many jobs; and*
- *Career Guidance/Job-Finding Assistance, which helps individuals to find jobs appropriate to their skills and interests.*

Policy makers and consumers need information about all three components, but their information needs are not identical. In particular, policy makers must be able to compare program outcomes across components. Consumers will focus on the components separately, and their primary need for comparative information lies in the Occupational Education component.

The Workforce Readiness Accountability System will address all three components and serve the needs of both policy makers and consumers.

In addition to the programs listed in the Guide, the SETC will also compile this performance data for secondary vocational programs and JTPA-funded occupational education programs.

The Governance Perspective: Accountability and Policy Guidance

The Workforce Readiness Accountability System will provide a means for State Government to measure the effectiveness of workforce readiness programs and to identify the need for new programs or program improvement, restructuring, or termination. Ultimately, the SETC will have the capability to compare the performance of different employment, training, and education program outcomes, both from a State perspective and within a national context.

The accountability system will be developed incrementally. The first task, to be accomplished in FY 92, is to identify the programs that will be the focus of the system and to specify the measures that will be used to judge the performance of each of those programs.

The identification of programs to be governed by the accountability system involves two stages. First, the state-level programs to be covered will be selected. Then the SETC will decide at what levels to evaluate the performance of those programs. Some will be measured at the state level, while others will track performance within substate areas. Similarly, comprehensive programs that provide various services (occupational education, remedial skills, job search assistance) will be evaluated by service.

In its first year, the accountability system will concentrate on the following programs:

Basic Skills Education
Secondary Vocational Education
Adult Vocational Education
College-level Occupational Education
Proprietary Vocational Schools
Job Training Partnership Act Programs
Job Corps
Vocational Rehabilitation
Employment Service
JOBS/REACH

In choosing a set of measures to evaluate program performance, the SETC will concentrate on three factors:

1) Program Outcomes
2) Cost-Effectiveness
3) Equity of Service

Program Outcomes will generally be evaluated according to two measures: the average improvement in earnings from pre- to post-program intervention, and the average duration of employment of people served by the program. The return on the public's investment in the various programs will be assessed by measuring program cost per positive outcome to determine cost-effectiveness. (Positive outcome will be defined according to the Program Outcome measures noted above.) Equity of Service measures will test each program's level of service to the population or populations it was designed to benefit.

Once the SETC begins collecting performance data, it will then establish performance standards based on comparisons between similar programs. At first, that will require grouping programs that serve similar populations in similar economic environments. Eventually, the SETC will be able to develop statistical models, that will permit comparisons between programs serving very different populations.

The Consumer Perspective: Accountability and Consumer Empowerment

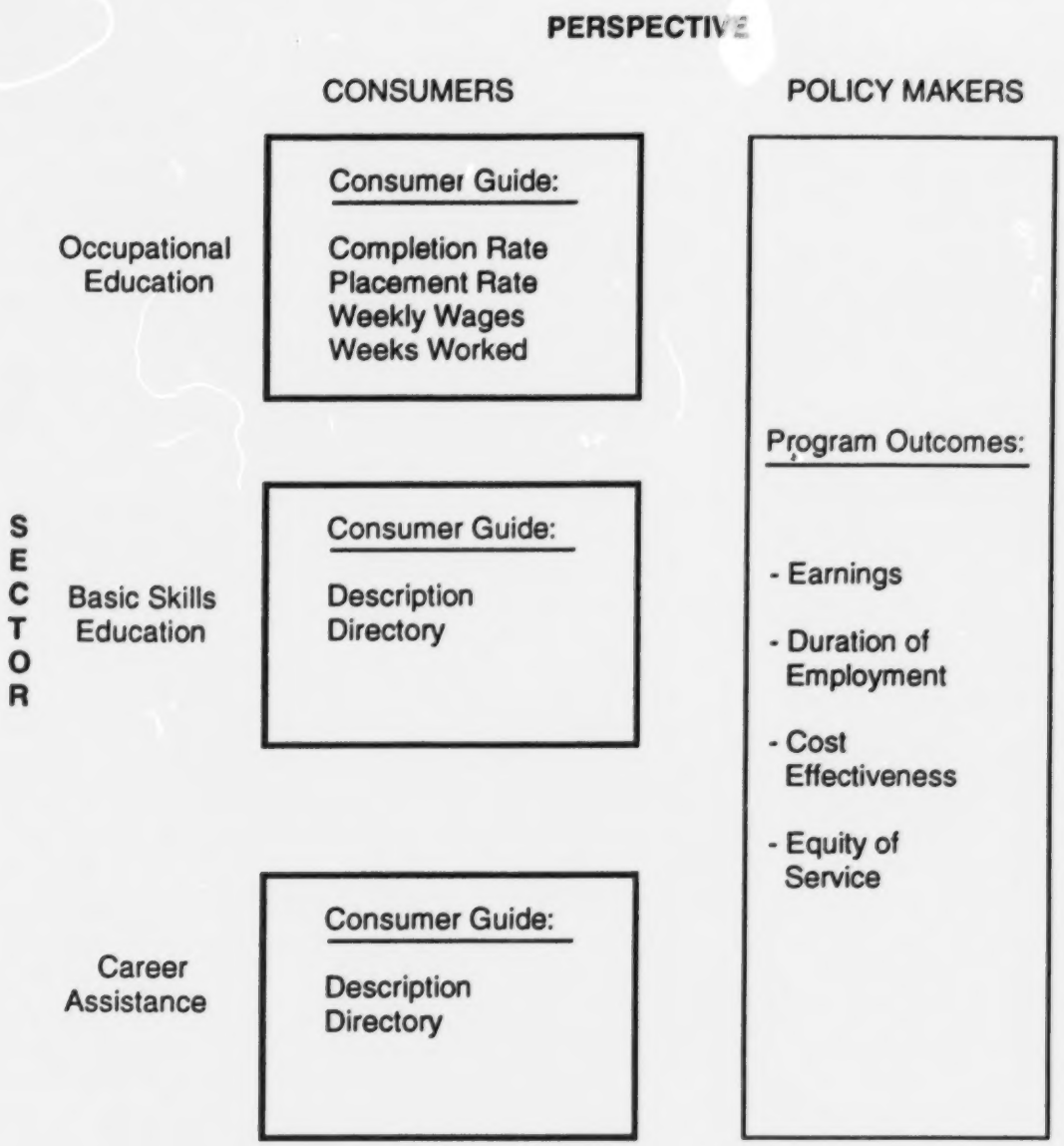
An accountability system can also help consumers to make wise choices from among the many employment and training services, and particularly occupational education programs, available to them. A well-informed public making careful decisions will provide a major impetus for improvement in those programs.

To create that well-informed public, the SETC will have published annually a (***Guide to Occupational Education Programs in New Jersey***). The Guide will provide accurate, timely information about the availability and quality of occupational education programs, and will also include a directory of career guidance and job-search assistance programs.

The first edition of the Guide, to be published in early 1992, will provide basic information (including program length, tuition, and financial aid) about adult and post-secondary programs offered by high schools, colleges, and proprietary schools. Future editions will include more detailed information and ultimately carry the following performance measures for each occupational education program:

1) Completion Rate
2) Placement Rate
3) Weekly Earnings
4) Employment Duration

SETC ACCOUNTABILITY SYSTEM STRUCTURE



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APPENDIX

AUTHORIZATION AND INTENT

Authorization

The State Employment and Training Commission pursuant to N.J.S.A. 43:15C-7 (P.L. 1989, c. 293, sect 10); and, P.L. 97-300 sect 121 & 122 (JTPA) is required to issue a State Employment and Training Plan. This plan is essential for the accomplishment of the Commission's mission. That mission is to create a state-based and locally delivered employment, training and education system which enables government, business, education and labor to provide New Jersey with a highly skilled workforce. This will ensure the state's residents a high standard of living and its employers the means to compete in the global economy.

Goal and Purpose

The Planning Committee of the State Employment and Training Commission, through interaction with the executive branch of government, will develop a single, unified State plan and planning system for the workforce readiness system. The Plan will be developed in two phases:

1. The initial Plan will encompass all state-level employment, training, and related education programs in New Jersey. The initial planning system, coordinated through the Commission, will include the six State departments which administer employment, training, and related education programs. The State Plan, with specific goals and objectives, will be in place for implementation by July 1, 1992.

2. The second phase of the planning system is predicated upon the creation of regional analogues (comprehensive sub-state decision-making bodies) which will develop plans to encompass all local level employment, training, and related education programs. This unified planning system, including a connection between the SETC and the local analogues, will be developed by December, 1992.

The purpose of this State Plan and planning system is to establish an integrated and comprehensive approach to the use of public and private resources in developing a world class workforce. Such a "living document" must be responsive to the needs of the labor market—both employers and workers—and contain goals which address the vision of the State's employment, training and education leaders. The Plan will become the State's blueprint for a trained and qualified workforce.

Definition

The State Plan is the document which will provide guidance and direction to all employment, training and related education programs in New Jersey. It will outline broad, overarching goals and objectives to improve the system based on an assessment of the labor market and identification of resources. It will include the strategies that the State departments will follow to reach the goals and objectives of this Plan. The State Plan will also describe how the achievement of the goals and objectives will be measured.

The State Plan will change how workforce readiness programs operate and will have an effect on program applications for funding. Programs can no longer be responsive solely to their individual program mandates, but must work in concert, directing their energies and resources toward achieving the agreed upon outcomes. The statewide goals and objectives will be carried through and reflected in program funding applications.

The State Plan will also determine the connections that the employment, training and related education programs must develop with support services, insuring that services are integrated so that individuals will be able to succeed.

The State Plan is the vehicle by which the six State departments of the Executive Branch Workgroup will: assess the State's workforce readiness needs, determine how resources will be used to fulfill these needs, administer the Plan at the state level, and provide policy guidance, technical support, and program evaluation at the local level.

The "consumer" Departments of Commerce and Economic Development, Community Affairs, and Human Services will play advocacy, planning and monitoring roles, representing the interests of individuals and groups as they relate to the State's workforce readiness system. The consumer departments will attempt to represent all New Jerseyans, but special consideration will be given to the specific constituents served by the consumer departments and those groups traditionally under-represented or left out of the workforce.

MODIFICATIONS TO THE STATE PLAN

Modifications may be made based on any of the following factors:

- The evaluation of the implementation of the State Plan;
- Governor's priorities for the State;
- Current assessment of the labor market;
- Changes in state and federal programs;
- Emerging needs for new initiatives.

The State Plan should be updated, modified or adjusted by the Executive Branch Work Group to achieve the overall mission of preparing the State's workforce. The Plan would then be submitted to the Commission.

The planning system will be based on a two-year cycle and be in line with the State fiscal planning year of July to June.

Annual modifications will be instituted to meet requirements of P. L. 1989, c.293 which requires the Commission to issue an annual plan for employment and training.

APPENDIX B: ASSESSMENT OF THE NEW JERSEY LABOR MARKET

In order to develop a policy agenda for New Jersey's Workforce Readiness System, it is necessary to diagnose the problems and opportunities in the State's economy and labor force.

This assessment of the State's labor market will include a description of the demand for labor in the State, the supply of labor in the workforce, and the performance of public and private employment, training and education institutions which intervene in the labor market.

DEMAND FOR LABOR

The demand for labor within a market place can be quantified in terms of the growth of an industry and the types of occupations found within those industries. Employment by **industry** is divided into two broad categories as follows:

GOODS PRODUCING

* Mining
* Construction
* Manufacturing

SERVICE PRODUCING

* Transportation, Communications, & Utilities
* Wholesale Trade
* Retail Trade
* Finance, Insurance, & Real Estate
* Services
* Government

Employment demand by **occupational** group is divided into six categories:

* Managerial and Administrative workers
* Professional and Technical
* Sales
* Clerical and Administrative Support
* Service
* Production, Construction, and Agricultural

To make projections for employment growth in the New Jersey economy it is necessary to understand the recent past of the State in relation to the broader framework of the national economy.

The 20 years from 1950 to 1970 brought employment growth in New Jersey on a par with that of the United States, with the State experiencing a record 106-month long growth. The word recession was

almost forgotten. However, the 1970s were a very different picture. In 1974 and 1975, the State experienced the highest level of joblessness it had seen since the Great Depression, peaking at 12.2% in June 1975. A year later, unemployment was still at 10% (almost 2% higher than the nation), industrial recovery was lagging the national rate, and construction was still extremely depressed.

New Jersey also experienced other more fundamental problems in the 1970s, including a major industrial restructuring; the abandonment of obsolete and high cost manufacturing facilities in favor of more modern and lower cost operations in the sunbelt; disproportionately high energy costs; and population outmigration that reduced the demand for new construction. The late 1970s did produce a new period of growth in New Jersey, however, its employment gains failed to match the national rate.

The 1980s brought recession to the nation, following a second oil shock in 1979 and an end to the four-year national economic expansion. However, New Jersey's economy experienced less downturn than that of the nation. In fact, the New Jersey economy began to outperform the nation's. Unemployment did not climb as much as the nation's during these recessions and it fell well below the national average during the recovery period that followed. The employment growth rate in the State from 1979 to 1986 was 2% annually, which exceeded the growth exhibited by the nation (1.6%) in all sectors except manufacturing.

Towards the end of the decade, in 1988, New Jersey experienced a <u>total</u> unemployment rate of 3.8% (which includes all unemployed persons whether or not they collect unemployment benefits) which was the lowest number of people out of work in over 25 years.

In fact, a shortage of labor existed in many industries throughout the State, and there was a concern expressed by business that New Jersey's economy would suffer unless something was done about the supply of labor. Some businesses went as far as importing labor from other countries and other states to meet short-term, intensive hiring needs.

The current picture of demand for labor is **very** different from that of 1988. The total seasonally adjusted unemployment rate in October, 1991, for New Jersey was 6.8% (6.8% also for the nation) which represents approximately 265,000 jobless workers. This is a far cry from the peacetime low of 3.6% in the first quarter of 1988, before the economic slowdown began. Earlier in 1991, it appeared that the downturn may have been changing: there were indications that retail spending was starting back up, there had been a leveling off of unemployment following a steady two-year climb, single home sales were increasing slightly, and there had been a slight increase of building permits.

The end of 1991, however, brought another increase in unemployment and retail sales during the holidays were disappointing. While most of the critical elements of a business recovery are in place in New Jersey, the State continues to share in the nation's

economic malaise and is unlikely to break out of it on its own. In fact recovery has been proceeding at a painfully slow pace and has yet to be accompanied by any perceptible improvement of labor market conditions. This is attributable to the same factors that have been retarding recovery nationally, the most important of which is the continued weakness of consumer spending.

The pace of recovery in New Jersey is also expected to be somewhat slower than the nation, because of its continuing competitive difficulties in the manufacturing sector. This problem is coupled with the persistence of high commercial and office vacancy rates which will hold construction activities at a subdued level for some time, despite increased public spending on roads and other infrastructure and some rebound of single-family homebuilding. Long-term growth should resume in the service sectors, however, and unemployment should start easing somewhat during the second half of 1992.

Looking further ahead, prospects for New Jersey are quite favorable. Although a return to the torrid pace of the 1980s is highly unlikely in either the nation or the State, the locational advantages that have served New Jersey well for many years will still be there. New Jersey's core economy is strong, and it has some large job sectors that seem to be recession proof, like communications and pharmaceuticals. While long-term growth may be slower than in the nation, because of lower population and labor force expansion, New Jersey should retain its position as the growth leader of the Middle Atlantic region. Structural changes that have been going on for years can be expected to continue, with job creation concentrated most heavily in the service sectors.

SPECIAL NOTE:

The year 2000 projections presented in this analysis were developed in 1986 in the midst of the 1980s economic boom, which included significant in-migration of population to the State early in the boom. Since that time there has been considerable slowdown in the Nation's and State's economy. Not surprisingly, population and labor force growth have also slowed significantly. The New Jersey Department of Labor's Division of Labor Market and Demographic Research will be developing and publishing revised industry and occupational employment projections in late FY 1992 to be followed by revised population and labor force projections based on the 1990 census. It is anticipated that while the magnitude of the employment projections will change - downward in many cases - the general trends discussed in the following analysis will be the same. Therefore, the reader should focus not on absolute numbers but on the direction and relative growth of individual industries and occupations. Similarly, while population and labor force projections are expected to be revised downward to reflect a slower overall growth rate for the 1980s (which was only about half that of the nation), the basic demographic trends for the 1990s of slow population growth, continued aging of the population and a larger share of minorities in the labor force will remain the same.

INDUSTRY PROFILE

From 1986 to 2000, nonfarm workplace employment in New Jersey will grow from 3,486,000 to 4,211,300, a change of 20.8%. The following chart indicates in what sectors the growth will take place. New Jersey, like the nation, will continue its shift toward an **information-based service economy** calling for highly skilled and well-trained individuals.

NONFARM WAGE AND SALARY EMPLOYMENT BY INDUSTRY
New Jersey: 1986-2000
(Numbers in Thousands)

Sector	1986 Number	1986 Percent	2000 Number	2000 Percent	Change: 1986-2000 Number	Change: 1986-2000 Percent
TOTAL	3,486.8	100.0	4,211.3	100.0	724.5	20.8
Goods Producing	848.5	24.3	838.1	19.9	(10.4)	(1.2)
Mining	2.2	0.1	2.3	0.1	0.1	4.5
Construction	153.5	4.4	171.0	4.1	17.5	11.4
Manufacturing	692.8	19.9	664.8	15.8	(28.0)	(4.0)
Service Producing	2,638.3	75.7	3,373.2	80.1	734.9	27.9
Transportation, Communications & Public Utilities	229.8	6.6	260.8	6.2	31.0	13.5
Wholesale Trade	254.5	7.3	333.9	7.9	79.4	31.2
Retail Trade	578.2	16.6	714.6	17.0	136.4	23.6
Finance, Insurance & Real Estate	208.9	6.0	264.3	6.3	55.4	26.5
Services	783.2	22.5	1,154.2	27.4	371.0	47.4
Government & Education	583.7	16.7	645.4	15.3	61.7	10.6

GOODS-PRODUCING INDUSTRIES: Total employment in this sector will decline, with the largest decrease found in the manufacturing industries. In the year 2000, manufacturing will account for 16% of the state's employment base, and provide about 664,800 jobs. (Note: As of October, 1991, manufacturing employment had declined on a seasonally adjusted basis to 553,600. While some of these jobs may be regained as the economy recovers from the current recession, much of the loss is due to structural changes in the economy). Although this share of the employment base is down from 20% in 1986, it still will be the state's third largest industry sector. The three largest type of employing establishments in the manufacturing sector are shown in the following chart:

LARGEST EMPLOYING ESTABLISHMENTS IN MANUFACTURING INDUSTRY
New Jersey 1986-2000

Industry Type	Employment in 2000	% Change 1986 to 2000
Chemicals and Drugs	108,700	-0.6
Electric and Electronic Equipment	88,900	-0.1
Printing and Publishing	79,700	1.4

SERVICE-PRODUCING INDUSTRIES: Employment growth over the next decade will be concentrated in this sector. In fact, four out of every five new jobs will be in trade or services. Two industries in the service sector, because of their size, require special mention. Business services and health services, the state's two largest industries in 1986, are projected to increase by 65% and 46% respectively and create over 252,00 new jobs by the year 2000. Below is a chart representing growth within the three largest service producing industries in New Jersey:

LARGEST EMPLOYING ESTABLISHMENTS IN SERVICE INDUSTRY
New Jersey: 1986-2000

Industry Type	Employment in 2000	%Change 1986-2000
Business Services (Services)	391,100	65.0
Health Services (Services)	312,000	45.9
Eating & Drinking Places (Retail Trade)	211,400	37.1

OCCUPATIONAL EMPLOYMENT PROFILE

The specific demand for labor is also shaped by the economy's changing occupational employment profile. There are two primary reasons for growth (or decline) in a given occupation - the growth of a specific industry or changes in technology and business methods. Changes in New Jersey occupations will parallel that of the nation as will the industrial composition.

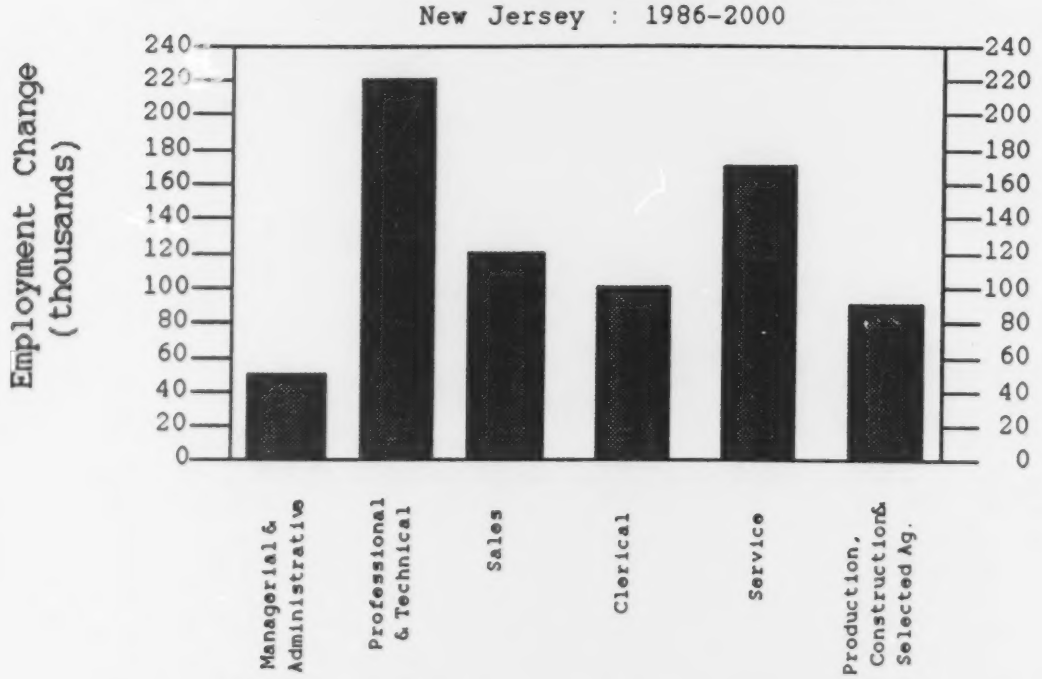
From 1986 to 2000, employment in New Jersey is projected to increase by almost 765,000 new jobs, an average of nearly 55,000 per year. This 21% increase is slightly higher than the 19% projected for the nation. This employment change, however, will

projected for the nation. This employment change, however, will not be evenly distributed among the broad occupational groups. The general trend will be that those occupations requiring higher educational skills will increase more than lower skilled jobs.

For example, as the chart below indicates, professional and technical jobs that require the most highly trained workers, in terms of educational attainment, is projected to grow more rapidly than any of the other broad categories of occupations. In 1986, Managerial & Administrative and Professional & Technical categories represented 25% of total employment in New Jersey, yet they are expected to account for almost 37% of total employment growth during this decade.

PROFESSIONAL & TECHNICAL OCCUPATIONS WILL BE THE LEADING SOURCE OF NEW JOBS 1986 - 2000

Occupational Employment Growth
New Jersey : 1986-2000



SOURCE: NJ DEPARTMENT OF LABOR, OFFICE OF POLICY & PLANNING, JULY 1988.

The service worker group, to some degree, is an exception to the general trend of high growth in highly skilled jobs, although the nature of these jobs is also changing, requiring different skills such as the use of a computer to take inventory, to track information, to do word processing, and to assist in a number of

other new tasks and processes. This group, which covers a wide variety of occupations, will account for 17% of total employment by the turn of the century.

Job Openings

Job openings result from two sources: growth and separations. Up to this point the discussion has been focused on growth, or newly created jobs. Separations, on the other hand, are openings created when people leave the labor force for reasons such as death, retirement, pregnancy, or family reasons, and do not include movement from one job to another. Separations are computed using occupational separation rates and occupational employment estimates, and are provided from U. S. Bureau of Labor Statistics.

Between 1986 and 2000, New Jersey is expected to average over 243,000 job openings a year, of which 188,450 (77.5%) are separations and 54,550 (22.5%) are due to growth. A detailed breakdown of job openings can be found in a New Jersey Department of Labor Publication Employment Projections Volume II: Occupational Outlook for New Jersey & Selected Areas, 1986-2000. Below is specific information for New Jersey on the major occupational groupings previously discussed:

GROWTH IN JOB OPENINGS BY OCCUPATIONAL GROUP
New Jersey: 1986-2000

Occupation Group	Average Job Openings, 1986-2000		
	Total	Growth	Separations
Total All Occupations *	243,080	54,830	188,450
Managerial & Administrative	10,920	3,380	7,540
Professional & Technical	51,150	16,040	35,110
Sales and Related	31,180	8,710	22,470
Clerical & Admin. Support	38,760	7,100	31,660
Service Occupations	45,710	13,100	32,610
Production, Construction, Operating & Maintenance	63,240	6,050	57,190
Agricultural, Forestry, Fishing & Related	1,860	240	1,620

* Projections not additive

While the information on occupational group is important to planners, also key to an understanding of the labor market is information on specific occupations. The following chart provides data on the 10 occupations projected to have the most average job openings in New Jersey from 1986 to 2000:

TEN OCCUPATIONS WITH MOST AVERAGE JOB OPENINGS
New Jersey: 1986-2000

Occupational Title	Average Annual Job Openings		
	Total	Growth	Separations
Salespersons, retail	10,900	2,760	8,140
Janitors & Cleaners (excluding maid/housekeeper)	8,420	1,590	6,830
Guards and Watch Guards	6,190	1,740	4,450
General Office Clerk	6,140	1,510	4,630
Secretaries	5,110	1,050	4,060
Bookkeeping, Accounting, Auditing Clerks	4,200	290	3,910
Registered Nurses	3,810	2,000	1,810
Cashiers	3,800	1,500	2,300

By the year 2000, occupational makeup of employment in New Jersey will be as follows:

OCCUPATIONAL MAKEUP OF EMPLOYMENT
New Jersey: 2000

Occupational Group	Number of Jobs	% of Total Employment
WHITE COLLAR: Managerial & Administrative, Professional & Technical, Sales, and Clerical	2,544,750	57.9
BLUE COLLAR: Production, Construction and Selected Agriculture	1,118,050	25.5
SERVICE	729,150	16.6

Growth in White Collar Jobs

Professional and technical workers in the economy will become the largest occupational group by the year 2000, passing clerical and administrative support workers. This group which includes doctors,

accountants, teachers, engineers, etc. will account for 225,000 new jobs. Professional occupations in the areas of computers, law and health care are also expected to show extremely high growth.

The growth in sales will be nearly 29%, with two occupations - retail salesperson and cashier - accounting for nearly 50% of this growth.

Clerical and administrative support jobs will grow at a relatively low rate, primarily because of the increasing use of office automation. However, there will still be nearly 100,000 new jobs by the year 2000.

Growth in Blue Collar Jobs

The fastest growing occupations in this group are mechanics, repairers and installers. This group will grow by 27,600 jobs and nearly 50% of these jobs will be in three occupations: maintenance repairer - general utility (person who performs two or more maintenance skills such as equipment repair, carpentry or electrical work), automotive, and bus/truck/diesel engine mechanic.

The second fastest projected growth in blue collar jobs will include truck, bus and taxi drivers.

The remaining growth in this category, 14,400 new jobs, will be in construction and extractive workers. Three occupations will account for half of these new jobs: carpenters, electricians, and plumbers/pipefitters/steamfitters.

Growth in Service Jobs

The fastest growth, over 65,000 new jobs, will take place in the food and beverage preparation workers. Waiters and waitresses will account for nearly 1/3 of this growth.

The number of health services and related jobs will grow by 20,000 new jobs. Four occupations will provide the majority of new jobs: nurses' aide/orderly/attendant, home health aide, medical assistant, and dental assistant.

The final group of jobs in this category, growing fast, is protective service jobs. Nearly 35,000 new jobs will be created with greatest growth among watch guards, and correction officers.

The following chart illustrates occupational employment growth from 1986 to 2000:

OCCUPATIONAL EMPLOYMENT GROWTH
New Jersey: 1986-2000

	1986	2000	Change: 1986-2000 Number	Percent
10 FASTEST GROWING OCCUPATIONS				
Systems Analyst, EDP	13,050	23,250	10,200	78.2
Computer Programmers	17,750	29,650	11,900	67.0
Interviewing Clerks, excluding Personnel & Social Welfare	7,500	12,250	4,750	63.3
Lawyers	19,850	31,850	12,000	60.5
Dealers, Casino	6,650	10,500	3,850	57.9
Legal Secretaries	8,400	13,200	4,800	57.1
Guards & Watch Guards	43,850	68,450	24,600	56.1
Registered Nurses	50,850	78,850	28,000	55.1
Home Health Aides	6,850	10,400	3,550	51.8
Computer Operators, excluding Peripheral Equipment	11,600	17,550	5,950	51.3
10 OCCUPATIONS WITH LARGEST JOB GROWTH				
Salesperson, Retail	127,900	166,550	38,650	30.2
Registered Nurses	50,850	78,850	28,000	55.1
Guards & Watch Guards	43,850	68,450	24,600	56.1
Janitors & Cleaners, excluding Maids & Housekeeping	75,750	97,850	22,100	29.2
General Office Clerks	91,800	113,000	21,200	23.1
Cashiers	74,700	95,350	20,650	27.6
Waiters & Waitresses	52,250	72,800	20,550	39.3
Secretaries	115,600	130,400	14,800	12.8
Accountants & Auditors	30,100	42,650	12,550	41.7
Lawyers	19,850	31,850	12,000	60.5

While the discussion has emphasized the rate of growth within occupations, it is also appropriate to include information on growth in absolute numbers. The following table illustrates that, despite projected changes within highly skilled occupations, major changes will occur slowly. In fact, the fifteen largest occupational groups in 1986 are expected also to be the fifteen largest at the turn of the century. In terms of occupations that are projected to generate the most new jobs in absolute numbers, a somewhat different pattern emerges than when focusing on percentage rates of growth. The listing is dominated by clerical occupations and by service occupations, including registered nurses; guards and watch guards; janitors and cleaners, excluding maids and housekeeping; and waiters and waitresses, rather than computer-specific occupations. However, the nature of these jobs has changed significantly and most of these occupations do involve extensive use of a computer for various word and information processing functions, inventory maintenance and control, accounting, automated file maintenance, and maintenance of patient files.

FIFTEEN LARGEST OCCUPATIONS
New Jersey: 1986-2000

Occupational Title	1986 Number	1986 Rank	2000 Number	2000 Rank
Salespersons, Retail	127,900	1	166,550	1
Secretaries	115,600	2	130,400	2
General Office Clerks	91,800	3	113,000	3
Bookkeeping, Accounting & Auditing Clerks	78,950	4	83,200	6
Janitors & Cleaners, excluding Maids & Housekeeping	75,750	5	97,850	4
Cashiers	74,700	6	95,350	5
Waiters & Waitresses	52,250	7	72,800	8
Registered Nurses	50,950	8	78,850	7
Teachers, Secondary School	50,150	9	57,600	10
Teachers, Elementary School	48,750	10	54,850	11
Stock Clerk, Sales Floor	45,450	11	53,800	12
Guards & Watch Guards	43,850	12	68,450	9
Hand Packers & Packagers	41,400	13	48,400	15
Sales Representatives, Nontechnical, excluding Retail	39,250	14	50,150	13
Truck Driver, Heavy or Tractor Trailer	39,100	15	48,650	14

Implications of the Changing Industrial and Occupational Structure

Though not dramatically different from the trend of the past several decades, the changing occupational and industrial requirements of the State's economy pose many challenges. Technology will have an almost across-the-board effect, changing the content of jobs in every industry sector. With this change will also come a need for a revised employment and training policy addressing the higher educational level and greater skill level of the jobs in the economy.

The following table (generated by applying a USDOL study to New Jersey occupational employment projections) provides some insight on what the educational requirements will be for the jobs in the future. Group I, Highest Educational Level, is described as jobs requiring one or more years of college. Group II requires a median years of school completed of greater than 12 years, and the proportion of jobs in this group demanding less than a high school diploma is relatively low. Group III includes occupational clusters in which the proportion of jobs requiring less than a high education is relatively high - more than 30%.

As the table indicates, over 25% of the total jobs in the year 2000 will fall into the grouping requiring a labor force with the highest educational level and who are the most highly skilled. While this group is the smallest, it is the only one that will capture a larger share of total employment in the year 2000.

On the other hand, the proportion of total employment is expected to decline for Group II and Group III, which require less

education. There are of course exceptions. Sales and service jobs are expected to capture a larger share of total employment. "Service worker" is a very diverse group and even though categorized in Group III, it is the only occupational cluster in this group with median school years completed above twelve.

BROAD OCCUPATIONAL EMPLOYMENT CLUSTERS
BY EDUCATIONAL ATTAINMENT
New Jersey: 1986-2000

Occupational Cluster	% of Total Employment		Annual Number of Job Openings 1986-2000	
	1986	2000	Number	Percent
TOTAL	100.0	100.0	242,470	100.0
Group I - Highest Educational Level	23.8	25.8	62,320	25.7
Management & Management-Related Occupations	7.8	8.3	19,440	8.0
Engineers, Architects, & Surveyors	1.4	1.6	4,230	1.7
Natural Scientists & Computer Specialists	1.4	1.8	3,530	1.5
Teachers, Librarians, Counselors	5.1	4.9	9,120	3.8
Health Diagnosing & Treating	3.1	3.8	4,300	1.8
Other Professional Specialists	3.1	3.5	11,140	4.6
Technicians	1.8	2.0	10,560	4.4
Group II - Middle Educational Level	44.5	43.0	98,630	40.7
Salesworkers	11.6	12.4	31,180	12.9
Administrative Support, Including Clerical	21.2	19.7	38,760	16.0
Blue Collar Worker Supervisors	2.1	1.9	3,920	1.6
Mechanics & Repairers	4.5	4.3	10,050	4.1
Construction & Extractive Workers	2.7	2.6	6,460	2.7
Precision Production & Plant Systems Workers	2.4	2.1	8,260	3.4
Group III - Lowest Educational Level	31.8	31.2	81,520	33.6
Service Workers	15.0	16.6	45,710	18.9
Agricultural, Forestry, & Fishing Workers	0.6	0.6	1,860	0.8
Machine Setters & Operators	4.7	3.7	12,520	5.2
Hand Workers	2.2	1.7	4,220	1.7
Transportation & Material Moving Workers	4.6	4.4	9,540	3.9
Helpers & Laborers	4.6	4.2	7,670	3.2

NEW AND EMERGING INDUSTRIES IN NEW JERSEY

To this point, the information presented has been gleaned from various publications of the Department of Labor's Division of Labor Market and Demographic Research which was developed through formal research and the application of statistical models to state and national data.

Any discussion of the labor market, however, requires some "crystal balling" or the "best thinking available" on what the road ahead will look like for the State. The Department of Commerce and Economic Development has provided a profile of several industry fields which serve as the basis of various government and private organizations economic development strategies for those economic sectors poised for growth in New Jersey:

SCIENCE AND TECHNOLOGY

The New Jersey Commission on Science and Technology (NJCST) has developed programs which emphasize the application of

advanced science and technology to industrial issues. The purpose is to promote economic development and growth in the industries which benefit from these initiatives and foster preparation of a science-based labor force.

Research centers entitled Advanced Technology Centers (ATCs) are jointly sponsored by the NJCST, academic institutions, and the research and development community, and focus on four scientific areas: biotechnology, advanced materials, information technologies, and environmental protection technology.

1. BIOTECHNOLOGY

The Center for Advanced Biotechnology and Medicine, located in Piscataway, was established to encourage the creation, growth, and retention of a health-related biotechnology industry in New Jersey. The Center has trained a number of scientists now employed in New Jersey and provided research and new product development services to a number of business clients.

The Center for Advanced Food Technology, located on Rutgers University Cook Campus conducts research and technological development for industrial sponsors in the food industry. The Center assisted 39 companies last year, and several patents have been entered, with the potential for New Jersey companies to commercialize.

The mission of the Center for Agricultural Molecular Biology is to increase profitability of New Jersey farms and its agricultural biotechnology and environmental sectors. The Center has assisted businesses in the development of new technologies such as turfgrass research and micro-organisms capable of biologically degrading PCBs at hazardous waste sites. Waste management and other environmental industries should develop rapidly during the 1990s.

2. ADVANCED MATERIALS

The Center for Ceramic Research conducts "world-class" basic research in ceramic science and technology. The purpose is to assure that its member companies and New Jersey-based small businesses use the most advanced ceramic technology.

The Fiber Optic Materials Research Program studies the synthesis of new or improved optical materials for wave guide transmission, as well as specialized coating materials with unique properties. Seminars are conducted with corporate sponsors to discuss use of patents belonging to Rutgers and other technology transfer issues. While Rutgers students have been placed in fiber optic firms, there is currently a shortage of fiber optic technicians.

3. OTHER TECHNOLOGIES PROMOTED BY ATCS

Other growth technologies are:

* Generation and use of light particles or photons as sources of energy;

* Research in software development and industrial applications;

* Engineering management of hazardous substances; and

* Plastics recycling.

HEALTH CARE AND RELATED PRODUCTS

As with the nation, the health care industry is growing at a rapid pace in New Jersey, especially in the service provision area. In fact, New Jersey ranks among the highest states in its proportion of elderly population.

1. HEALTH CARE

The health services industry is New Jersey's largest single employer, and among the fastest growing in the State. The factors that will contribute to its growth are:

* Aging of the "baby boom" generation and increased longe[illegible]v;

* Incre[illegible] use of advanced, high technology treat[illegible]c;

* Innovations in treating major illnesses, such as heart disease, cancer, and AIDS;

* Health care related to alcohol and drug abuse.

2. THE DRUG INDUSTRY

While New Jersey already ranks number one in the nation in production of pharmaceuticals, there are a number of factors which point to its continued growth:

* Manufacturers of medicinals and botanicals have recently begun supplementing some imports and also offering more medicinals to generic drug companies;

* Increased demand is expected from the aging U.S. population and also from the Eastern European countries, where most basic drug products are in short supply;

* With a more health conscious society, long-term growth in the diagnostics branch of the drug industry is expected to be dynamic. Included are

products such as sales of home diagnostic kits, and home pregnancy tests, which have grown dramatically.

* The production of biologicals is also going to increase in this decade. New vaccines for diseases (such as AIDS) and other adult vaccines are being researched by New Jersey firms and could be available during the next decade. The opening of the Eastern European market could cause an increase of production facilities and thus an increase in manufacturing jobs.

INTERNATIONAL TRADE AND GOODS DISTRIBUTION

The market consolidation of the European Community and the opening of the Eastern European market will likely lead to increased trade, which means more freight traffic for New Jersey's goods movement industries. As a result:

* There will be increases in trucking and warehousing because of the need to move goods from ports of entry to warehousing to final destinations;

* The air freight industry is expected to grow in the 1990s because a new globalization of the industry should expand present international airports (Newark) and develop secondary hubs at medium and small airports.

* The Port Newark/Elizabeth is the largest containerized port in the nation and is expected to benefit with increased trade. In addition, the Exchange Place area in Jersey City is becoming the center for world-wide shipping firms.

COMPUTER SERVICES AND "BACK-OFFICE" OPERATIONS

Numerous financial firms have relocated their back-office functions to New Jersey in recent years, primarily in Hudson County. As this trend continues and existing firms expand, an "information processing" industry will continue to emerge in the 1990s.

New Jersey's high technology environment, along with its proximity to New York City's financial hub, make it a natural setting for the newest electronic technologies for delivery of information and communications.

Increased subcontracting of data processing services and new technologies such as electronic data interchange (EDI) will fuel growth in this sector.

As the economy becomes increasingly global in nature, there will be more need of fast, accurate information transfer. CD-ROM and audiotex services should have the highest growth rates in the 1990s.

LABOR SUPPLY

As with economy, the State's demography has mirrored that of the nation. Demographics are shaping the labor force of the future.

There are several basic demographic trends that will emerge through the year 2000. Total population growth will be slow, the population will become older, and minorities will represent a larger share of total population. These three forces will mold the future labor force.

Growth Rate Decline

The general population growth pattern since 1960 - when the tail end of the baby boom was born - has been one of declining rates of growth in the nation and in New Jersey. While the 1980s demonstrated a sharp population rebound for New Jersey, the growth rate remained well below the baby boom period and continued to lag behind the national trend. Towards the end of this century, the Nation's and the State's population is expected to continue to grow slowly.

The figures below illustrate population and labor force growth from 1986 to the end of the century:

POPULATION AND CIVILIAN LABOR FORCE GROWTH
New Jersey: 1986-2000
(Numbers in Thousands)

	1986	2000	Annual Avg. Percent	% Change
Total Population	7,625.0	8,500.2	11.5	0.8
16 years & over	6,034.4	6,826.6	13.1	0.9
Labor Force	3,892.0	4,556.9	17.1	1.2

Aging of Labor Force

It is anticipated that there will be slow growth and aging of the workforce. The baby boom of the 1950s and 1960s caused schools to become over-crowded. In the 1970s, this baby-boom generation began moving into the labor force causing pressures on the state's economy to fill their demand for jobs. The opposite problem occurred in the school systems where many towns faced empty school

buildings. This occurred because the generation entering the schools at that time, the "baby-bust" generation (born in the mid-1960s through the 1970s) consisted of a far smaller demographic cohort. Thus this smaller generation entering the workforce in the 1980s, caused a shortage of labor at a time when the economy was booming.

While increases in life expectancy will raise the median age, it is the maturing of the very large baby-boom generation in combination with the younger smaller-in-size baby-bust generation which will be primarily responsible for the overall aging of the nation's and state's population.

Although, a more mature labor force should benefit the New Jersey and national economies, because it should be more experienced and therefore more productive, there looms a shortage of entry level workers. Not only will the proportion of workers in the 16-24 year old bracket decline; the absolute number of young workers is projected to decrease from about 745,000 in 1986 to 650,000 in the year 2000.

Minority and Female Labor Force Growth

The traditional labor force has been predominantly white and male. However, most of the growth will take place among white females and nonwhites, who will account for 38% and 49% of the added labor force participants. Only 13% of the increase will consist of white males. This is true at both the national and state level.

In addition, the share of the labor force accounted for by women has been steadily increasing at least since 1950 when it was only 30%. By the year 2000, over 47% of the labor supply will consist of women. Men will continue to represent the major share of labor, but the number of women entrants will far outnumber new male workers.

The number of nonwhites in New Jersey's labor force is projected to increase by 57% from 1986 to 2000. The comparable figure for whites is 10%. This parallels national figures. In New Jersey, the number of nonwhite entrants to the labor force will almost match the number of white entrants. These changes will result in the State's labor force being 19.5% nonwhite by the end of the century as compared with 14.5% in 1986.

The implications of these figures are varied. Females and nonwhites tend to have lower than average levels of educational attainment, which will be coupled with a demand by industry for a more highly educated workforce. Historically, females and nonwhites have also had difficulty in competing for highly skilled job opportunities.

The following chart provides information on the changing civilian labor force in regard to age, race, and gender.

CIVILIAN LABOR FORCE
New Jersey: 1986-2000
(Numbers in Thousands)

	1986		2000		Change 1986-2000	
	Number	Percent	Number	Percent	Number	Percent
TOTAL, AGE 16 AND OVER	3,892	100.0	4,557	100.0	665	17.1
Men, Age 16 and Over	2,183	56.1	2,406	52.8	223	10.2
16 to 24 Years	390	10.0	328	7.2	(62)	(15.8)
25 to 54 Years	1,447	37.2	1,733	38.0	286	19.8
55 Years and Over	346	8.9	345	7.6	(1)	(0.3)
Women, Age 16 and Over	1,710	43.9	2,151	47.2	441	25.8
16 to 24 Years	356	9.1	321	7.0	(35)	(9.8)
25 to 54 Years	1,121	28.8	1,552	34.0	431	38.4
55 Years and Over	233	6.0	278	6.1	45	19.4
Whites	3,326	85.5	3,666	80.5	340	10.2
Men	1,887	48.5	1,975	43.3	88	4.6
Women	1,439	37.0	1,692	37.1	253	17.6
Nonwhites	566	14.5	891	19.5	325	57.3
Men	295	7.6	431	9.5	136	46.2
Women	271	7.0	459	10.1	188	69.4

Labor Supply with Special Needs

Any analysis of the supply of labor in New Jersey has to account for special populations who have traditionally been "assigned" to the fringe of the labor market and, oftentimes, offered jobs that are low paying, low skilled, and lacking upward mobility.

There are many reasons for these groups being left outside the mainstream labor force -- poverty, lack of ability to speak English, discrimination, dysfunctional families, lack of education, physical and mental disabilities, as well as cultural differences -- which have all contributed to the economic marginality of many of our citizens.

The following populations are some of the major groups which have traditionally been under-represented in New Jersey's workforce.

Hispanics: A large and growing number of Hispanics live in New Jersey with a concentration in the northeast. According to a study completed by the Latino Commission of the Tri-State area:

* A sizeable minority of adult-age Latinos remain limited in English;

* One in eight Latinos in the Tri-State area has attended some college, in contrast to one in three for the general population;
* Half of all Latino adults did not complete high school;
* In New Jersey, 7% of the workforce is Latino, yet Latinos comprise 17% of New Jersey's unemployed;
* In New Jersey, Latinos in general are offered less competitive wage rates, and find themselves employed, disproportionately, in declining, blue collar occupations;
* According to 1980 figures, poverty affects three in every eight Latino households with children under 18 in the Tri-State area.

Women: Studies have shown that while women have made an increased commitment to the labor market, the following conditions still exist:

* Women are still concentrated in clerical, sales, service, and light manufacturing jobs which traditionally pay less;
* Women have made minor gains into management and the professions, but mostly into predominantly female categories and/or low paying jobs;
* Women and men in the same occupation continue to work in different establishments and have different pay scales;
* Women continue to lack access to jobs with career ladders.

At-Risk Youth: Although it is not possible to determine exactly how many at-risk youth there are in New Jersey, the data indicate there are significant numbers of young people who have problems:

* There were 228,756 youth (under 19) on Aid to Families with Dependent Children (AFDC) welfare in 1987;
* In 1988, the rate of unemployment for all the workforce was 3.8%; however, for youth 16 to 21 the rate was 10.4%;
* There were 94,862 juvenile arrests in 1988;
* During the four year period 1984-88, a total of 73,807 youth either withdrew or dropped out of school;
* In New Jersey in 1987, 50,250 cases of child abuse and neglect were reported to the Division of Youth and Family Services.

Disabled Community: The most recent U.S. Census Data available indicate:

* 6.9% of non-institutionalized people in New Jersey report having a disability which limited or prevented them from working;
* 37.3% of those reporting a disability are in the labor force;
* Of those not in the labor force, 10.7% are not prevented from working and 52% are prevented from working and are presumed to be the most severely disabled;

* The disability rate for New Jersey, 6.9%, ranged from a low of 5.0% in some areas to a high of 9.6% in some areas; the higher per capita income areas reported a significantly lower rate than low income areas.

REVIEW OF MAJOR LABOR MARKET INTERVENTIONS

While census and survey data provide a good picture of the projected labor force, State agencies have records on actual customers and clients who are either being prepared for work, retrained, re-entering the labor market or in transition to a new job. The information below describes the individuals who are seeking assistance from the various agencies which make up the State's workforce readiness system.

Educational Programs

The organizations listed below are the primary providers of occupational education for the State.

Community Colleges: There are 19 Community Colleges serving 20 counties throughout the State offering a wide variety of academic, basic skill, occupational education and training programs. Some two year programs lead to a transfer to a four year college. Other two year associate degree programs provide a specific skill or other specialized knowledge leading directly into a career. Technical or occupational training programs that take fewer than two years of full-time study to complete, usually lead to certificates or diplomas. In some cases, students enroll in courses for avocational reasons or to stay up-to-date in a field, with no intention of getting a degree or certificate.

The County Colleges have a Board of Trustees which direct the operations of the College, with major funding derived from tuition and county funding, in addition to state and federal funds.

DATA Enrollments: 132,000 (Includes non-occupational)
Degrees and Certificates Awarded: 9,000

Private Proprietary Schools: In New Jersey, over 240 private vocational schools train about 60,000 individuals and collect more than $150 million in tuition revenues, much of which is publicly supported. Ten organizations currently review, approve, monitor, and support these training schools.

DATA Enrollments: 60,000
Completers: 33,000

Vocational Education - Adult: In New Jersey, adult vocational education is offered at night at most high schools and also during the day at most of the State's vocational high schools. It is also offered at many community-based organizations throughout the State. The Adult Division of the 21 county Vocational and Technical High Schools is also the leaders in providing Apprenticeship Training for the State. In addition to vocational education, the Adult Schools also enrolled over 35,000 individuals in adult basic literacy programs in 1990.

DATA Enrollments: 34,000
Completers: 19,000

Vocational Education - Secondary: The secondary vocational education program in New Jersey is administered, primarily, through the 21 County Vocational and Technical High Schools which operate at 44 separate sites. In addition, "comprehensive" high schools (high schools which offer both academic and vocational courses) also provide vocational education. Each county Vocational and Technical High School has a county Vocational Superintendent and County Board of Education to administer the program. Primary funding is from local and county school taxes, with additional funds derived from state education resources and federal funds, most notably the Carl Perkins Act.

DATA Enrollments: 42,000
Completers: 21,000

Employment and Training Programs

The programs listed below provide comprehensive services to **eligible individuals** - assessment, employment counseling, basic skills education, occupational training services through classroom and on-the-job training, job search workshops, job development and placement services, and followup in order to prepare a person to succeed in the labor market. Usually these programs are targeted to special applicant groups such as the economically disadvantaged, welfare recipients, at-risk youth, among others.

Job Corps: The Job Corps program is a federally funded, residential program which has a facility in Edison and operates throughout the country. The program provides basic skills and occupational training to economically disadvantaged youth, including a comprehensive assessment and residential program with extensive followup support. The program is operated by contract from the USDOL Regional Office to the Job Corps facility. The New Jersey Department of Labor has interagency agreements with the facility to provide information and support to clients, and to share information among staff.

* DATA For July 1, 1990 to June 30, 1991

Completers: Individuals returning to New Jersey from all Job Corps residential centers throughout the country - 578

Job Training Partnership Act (JTPA): There are 17 locally administered Service Delivery Areas which provide comprehensive employment and training programs under the guidance of Private Industry Councils and local administrative entities (counties and cities with over 200,000 population). The Private Industry Councils, which are composed of business, labor, education, and governmental representatives plan and evaluate the use of JTPA and state employment and training resources in the specific geographic area. Policy development, coordination, state administration, and evaluation are provided by the NJDOL and the State Job Training Coordinating Council (the State Employment and Training Commission in New Jersey). This federally funded program offers services to special target populations - economically disadvantaged youth and adults, older workers, welfare recipients, workers displaced as a result of plant closings, etc. Each service delivery area also receives state funding from the New Jersey Jobs Training Program (NJJTP) to supplement their training program.

* DATA For July 1, 1990 to June 30, 1991

Participants:	43,000
Terminations:	28,626
Entered Employment:	9,093
On Board:	14,232

Realizing Economic Achievement (REACH) and JOBS: The Department of Human Services, through its county administered welfare agencies, provides comprehensive employment and training services to individuals who receive Aid to Families with Dependent Children (AFDC). This is a state and federally funded program which, in addition to employment and training services, provides necessary support services (case management, child care, medical, and transportation costs) to help clients reach economic security through employment.

* DATA For July 1, 1990 to June 30, 1991:

Participants in Employment Directed Activities:		8,791
Training	2,909	
Education	4,252	
Job Search	1,630	

Participants for whom payments were made:

REACH Child Care while on AFDC	3,053
Training Related Expenses	6,443
Post AFDC REACH Child Care	1,120
Post AFDC Employment Rel. Expenses	194
Participants started Medicaid Extension	501

Employment Activities:

Employed this Period	888
No longer Eligible for AFDC	501
Remain Eligible for AFDC	387

Labor Exchange and Employment Transition Programs

The programs within this category offer assessment, testing, employment counseling, job development, job placement and job search workshops to **any** individual that requests service. The services are primarily dedicated to direct job placement or providing information about the labor market. The majority of customers are job ready and, hence, do not need extensive occupational training or literacy education.

Employment Service: This program is operated by the New Jersey Department of Labor, Employment Security and Job Training Directorate through a network of 39 local and branch offices throughout the State. This federally funded, state operated program is part of the national public employment service which matches workers and job openings. The programs primary responsibility is to provide the "work test" for the Unemployment Insurance System, provide labor market information to job seekers and employers, refer workers to jobs and provide the most comprehensive listing of job openings in the State.

* DATA For July 1, 1990 to June 30, 1991:

Applicants Registered for Work	335,615
Applicants Referred to a Job:	57,505
Applicants Placed in Unsubsidized Employment:	15,763
Applicants provided Counseling:	15,066
Job Openings Received from Employers:	47,900
Job Openings Filled:	22,607

General Assistance Employability Program (GAEP): This state funded program is operated by the Employment Service under agreement with the Department of Human Services in 57 municipalities throughout the State. The GAEP program provides employment services to General Assistance (Municipal Welfare) recipients who are deemed able to work. Clients receive job search assistance, referral to support services, and referral to municipal worksite assignments.

* DATA For July 1, 1990 to June 30, 1991

Municipal Worksite Assignments	5,040
Training Worksite Assignments	944
Job Search Orientations	4,488
Obtained Employments	2,251

Plant Closing Response Team: This program operated by the New Jersey Department of Labor, Employment Security and Job Training Directorate, serves workers at their worksite before, during and after plant closings. Federally funded under Economic Dislocated and Workers Adjustment Assistance Act (EDWAA), this program registers workers about to be laid off from work, offers information about training programs and assists them in filing for unemployment insurance. Individuals participating in this program are eligible for training under JTPA Title III and NJJTP. National discretionary grants fund full-time job search programs at large plant sites for several months in order to serve all of the workers.

* DATA For July 1, 1990 to June 30, 1991

Companies served:	341
Workers served:	23,337
Title III training participants:	782
NJJTP training participants: (completion data not yet available)	1,841

Work-Based Training

These programs work directly with employers to offer re-training, up-grading, on-the-job and classroom training for individuals who are already employed, or for whom there is a definite job offer when training is completed.

Office of Customized Training: The purpose of this Office, which functions in the Department of Labor's Employment Security and Job Training Directorate, is to provide employers with a means to upgrade or retrain their staff. The services are provided to help attract businesses to New Jersey and to assist in retaining those companies planning to leave the State because their workforce does not have the necessary skills for the company to remain competitive in the global economy. They fund programs from basic skills (such as shop math) to hazardous waste management and computerized numerical control skills. Funding is from State Customized Training Funds and New Jersey Jobs Training Program funds.

* DATA For July 1, 1990 to June 30, 1991

Customized Training Funds

Training slots	1,198
Enrollees	1,000
Expected completers	970

NJJTP Funds

Training slots	1,490
Enrollees	1,000
Expected completers	950

Vocational Rehabilitation Programs

These programs provide employment, training, and rehabilitative services to **eligible** individuals. Included are testing services, physical and mental rehabilitation services, training, sheltered workshop training and employment, job development and placement services, and supported work initiatives.

Division of Developmental Disabilities: These services are provided by the Department of Human Services to the most severely disabled people who have been unable to work when provided the traditional rehabilitation

* DATA For July 1, 1990 to June 30, 1991

Number needing service		7,788
Average Age		39
Race:	White	81%
	Black, not Hispanic	14%
	Hispanic	4%
	Other	1%

Educational level - Over 50% of these clients test at less than a 5.9 grade equivalent.

Division of Vocational Rehabilitation Services: Through a network of local offices throughout the State, the Department of Labor's Division of Vocational Rehabilitation Services provides assessment and rehabilitative services to help disabled individuals find employment. The program is both state and federally funded.

* DATA For October 1, 1990 to September 30, 1991

Individuals Served	11,527
Mental Retardation	9%
Emotionally Disturbed	37%
Physically Disabled	54%
Success Rate	57%

This total represents 4066 closures, of which 2340 were closed as successful cases which is defined as full or part time competitive employment, homemaker, sheltered workshop employee, or supported employment.

ACTION AGENDA

To carry out the policies contained in this document, a comprehensive Implementation Agenda will be developed by the Executive Branch Work Group. The Cabinet Officers represented on the Work Group (Departments of Commerce and Economic Development, Community Affairs, Education, Higher Education, Human Services and Labor) will forward the Implementation Agenda to Governor Florio within 60 days of the Governor's acceptance of the State Employment and Training Commission's recommendations.

Included in the Implementation Strategy will be a description of the resources available to carry out the policy recommendations, implications for Departmental operations, and establishment of priorities. Also indicated will be whether or not there will be "opportunity costs" associated with implementation, and if additional resources will be needed to undertake any recommendation.

The following Action Steps highlight priorities derived from the policy recommendations of the State Plan. These steps have been selected because of their immediate importance to the formation of a unified workforce readiness system. The Implementation Strategy developed by the six departments will address all of the policy recommendations in the State Plan.

Action Steps:

- An **Annual Guide to Occupational Education Programs** providing comprehensive information about the availability of occupational education programs in New Jersey will be published and disseminated throughout the workforce readiness system in 1992. Ultimately, the Guide will include information on how successful graduates of the programs were in obtaining employment, the duration of their employment, and the wages paid for their work.

  Lead Agency: State Employment and Training Commission

- **"Two + Two Tech-Prep Associate Degree"** programs, will be expanded and the number of articulation agreements (linking secondary and post-secondary institutions) will be increased during 1992.

  Lead Agencies: Departments of Education and Higher Education

- A **comprehensive career development program** that provides all students with the knowledge needed to make informed world of work choices will be implemented in both primary and secondary schools beginning the 1993 school year.

  Lead Agency: Department of Education

- A model tech-prep program to increase work-based learning in the **Allied Health Professions** will be implemented in 1992. Existing special projects in allied health occupations will be reviewed for inclusion in the model program.

  Lead Agencies: Department of Higher Education, Department of Labor and Department of Education

- High school graduation requirements will be reviewed and revised to assure the inclusion of **competencies and foundations skills** such as those recommended in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report. Recommendations will be forwarded to the State Board of Education for their approval in 1992.

  Lead Agency: Department of Education

- A detailed strategy for the expansion of **work-based learning**, including a multi-year joint federal and state funding proposal, will be formulated. This strategy will create expanded linkages between community colleges, adult learning centers, public vocational schools, private training schools, and employer based work-based training initiatives. This agenda will be implemented in 1992.

  Lead Agencies: Departments of Labor, Education and Higher Education

- To ensure that teachers and counselors have the knowledge needed to conduct comprehensive career development programs for K-12 students, a **teacher and counselor in-service training program** will be developed. This program will begin in 1993.

  Lead Agencies: Department of Education, Higher Education and Labor

- Legislation to provide **oversight to proprietary schools** (private vocational schools) will be introduced in the spring of 1992.

  Lead Agencies: Governor's Office, Department of Education, and the State Employment and Training Commission

- **Apprenticeship** programs will be expanded to new areas of concentration in 1992.

  Lead Agencies: Department of Labor with the Federal Bureau of Apprenticeship and Training and the Department of Education

- A coordinated interdepartmental **business resource network** will be established to identify and market programs available to employers, address employers' workforce concerns and establish an early warning system to identify employer human resource needs. The network will begin its activities in 1992.

  Lead Agencies: Departments of Labor, Commerce and Economic Development and Higher Education

- A statewide conference to address employer human resource concerns such as **"high performance workplace organizations"** and the availability of government services will be held in 1992.

  Lead Agencies: Department of Commerce and Economic Development and the Executive Branch Work Group

- Final recommendations for the establishment of **regional decision-making structures** to stimulate cooperative practices among local workforce readiness system agencies, will be presented to the Governor and Legislature in 1992.

  Lead Agency: State Employment and Training Commission

- The Department of Labor's **Automated Labor EXchange** System (ALEX) will be expanded to include civil service jobs and training opportunities, and access will be extended to vocational schools, community colleges, and community-based organizations beginning in 1992.

  Lead Agency: Department of Labor

- An Interdepartmental Work Group will be convened to develop **shared client assessment and intake techniques**, including a common client information document. A pilot implementation will begin within a substate region by January, 1993.

  Lead Agency: Department of Human Services and Community Affairs

- A system to provide all students with the option to have **portfolios or revised credentials reflecting skills and competencies** achieved in school will be presented to school districts in 1992, with phased implementation beginning in 1993.
  Lead Agency: Department of Education

- A career development curriculum will be implemented in **teacher education programs** throughout the higher education system in New Jersey in 1993.
  Lead Agencies: Departments of Higher Education and Education

- A **Directory of Social Support Services,** using as a base information developed by FamilyNet, will be published in 1992 and disseminated throughout the workforce readiness system.
  Lead Agencies: Departments of Human Services and Community Affairs and the Office of Telecommunication and Information Systems

- A feasibility study to create a computerized system making **information on clients and employment opportunities** readily available to all workforce readiness agencies will be completed in 1992. Included in the study will be the latest information on new technologies, including the availability of fiber optics.
  Lead Agencies: Office of Telecommunications and Information Systems and 6 Workforce Readiness Departments

- A **Workforce Readiness Staff Orientation Package** will be developed and training will begin in 1992.
  Lead Agency: State Employment and Training Commission

- The quality of **occupational labor market information** (content, form, geographic specificity) will be improved to meet the needs of customers in 1992.
  Lead Agency: New Jersey Occupational Information Coordinating Committee (NJOICC)

- The **Career Information Delivery System** (CIDS) will be expanded to Adult Vocational Education Schools and Adult Learning Centers for use by the general public during both day and evening hours. This will become available in the summer of 1992.

  Lead Agencies: Department of Education and NJOICC

- A definitive **glossary of employment, training and education programs** will be published for dissemination throughout the workforce readiness system in the spring of 1992.

  Lead Agency: State Employment and Training Commission

- A **Parent's Fair Share program** to serve adolescent fathers through employment and training, development of parenting and life skills, and mediation services will begin in spring, 1992,

  Lead Agencies: Departments of Human Services, Labor, Community Affairs, Corrections and the Administrative Office of the Courts

The New Jersey State Employment and Training Commission
John J. Heldrich, Chairman

State Employment and Training Commission Planning Committee

David Ford, Chairman

Dana Berry
Eugene Daley
Nicholas DiMinni
Richard Fritzky
George Honeyford
Richard Kinney
Rev. Monsignor Linder
Kathy Spivey

Robert Watkoskey

Executive Branch Work Group

Kenneth Daly, Department of Higher Education
William Foster, Department of Labor
Elizabeth S. Garlatti, Governor's Office of Policy & Planning
Thomas Henry, Department of Education
Michael Laracy, Department of Human Services
Richard Porth, Department of Community Affairs
Deborah Rago, Department of Human Services
Louise Stanton, Department of Commerce & Economic Development

Commission Staff

William A. Tracy, Executive Director

Patricia Cooper
Roger Emig
Frances Griffith
Suzanne Guibert
Henry Plotkin
Diane Springsteen

Ann Watkins